DOCUMENT RESUME

VT 012 016

ED 051 361

TITLE	Adams Jefferson Improvement Corporation. Interim Report.
INSTITUTION	Analytic Systems, Inc., Vienna, Va.
SPONS AGENCY	Office of Economic Opportunity, Washington, D.C. Office of Program Development.
PUB DATE	Jul 70
NOTE	114p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Adult Education, *Demonstration Programs, *Economically Disadvantaged, *Economic Development, Job Development, *Manpower Development, Poverty Programs, Program Effectiveness, *Rural Areas

ABSTRACT

The main objective of this project is to demonstrate how a community action agency can operate manpower and economic development programs with continuing impact. The program offers: (1) training in four areas, (2) supportive services, including counseling and basic education, (3) youth programs, (4) economic development efforts to help the local economy, (5) job and training placement, and (6) community services. The goal of long run impact is being achieved by five enterprises intended to become self-sufficient and strengthen the economy. Short run effects are achieved with the placement activities and the training programs, which are preparing 60 trainees as brick masons, carpenters, electrical wirers, toy manufacturing personnel, vegetable farmers, and clerical workers. (BH)

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INTERIM REPORT
ADAMS JEFFERSON
IMPROVEMENT CORPORATION

JULY 1970

Prepared for:
Office of Economic Opportunity

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SUMMARY OVERVIEW

The Adams Jefferson Improvement Corporation (AJIC) is a Community Action Agency in a population area of 47,500 residents and two counties in southwest Mississippi. Fifty-five (55) percent of the 10,000 residents of Jefferson County and twenty (20) percent of the 37,500 residents of Adams County receive welfare or other subsidies.

The agency's goal of creating "long range objectives to effect a permanent increase in the capacity of individuals, groups, and communities afflicted by poverty to deal effectively with their own problems ...." is the context of the special demonstration manpower program being conducted by AJIC.

The demonstration program must therefore be seen as one aspect of the agency's efforts to improve the condition of the rural poor in an essentially hostile environment.

The over-riding demonstration feature and objective of the project is to demonstrate how a community action agency can serve as a major manpower and economic development program sponsor and force, with both short term and continuing impact. The demonstration activities require AJIC to operate programs and to act as a stimulator, developer, coordinator and promoter of programs funded from non-OEO sources.

In attempting to meet their major objective, the AJIC Manpower Demonstration Program has developed a unique combination of specific goals, objectives and features. The program includes three major foci:

* Manpower training objectives.
* Economic development objectives.
* Supportive services objectives.

In evaluating the demonstration project, and their capability in effecting a rural CAA as a manpower force, it is necessary to note that the initial agency program was void of manpower and economic development

efforts. Prior to the demonstration project, AJIC's manpower and economic development funds were negligible. Its programs were limited to Head Start, an Emergency Loan Program, an Emergency Food Program, a Credit Union, a Summer Youth Recreation Program, a Tutorial Program, and a NYC Program.

Therefore, the entire range of manpower training, economic development effort and related supportive services are new dimensions in the life and work of AJIC. The present manpower training and economic development activities, and their results and end-products, are thus direct results of the demonstration program. In addition to programmatic expansion and the development of staff experience and capability, agency operational knowledge and experience are major products of this demonstration grant.

Five distinct program components, several related economic development corporations and related supportive services, utilizing a staff of twenty-two (22) persons, are now solidly operational. These series of new operations are indeed demonstrating both the increased capability of the agency and the utility of the demonstration approach.

AJIC's capability as a manpower and economic development force are best indicated by the activities and achievements to date which have accrued as a direct result of demonstration investment. The following section gives a brief overview of the major activities of the agency and the program as a whole. It cites activities by major area, status as of 30 June 1970, and supportive statistics.

Persons Served

60	Trainees (in training program with stipend).
1100	Youth (recreational program participants, youth club members, club council members, elected youth workers, two county youth council workers).

Persons Served (cont)

482 Job and training referrals.

100 Community residents (Consumer Education).

75 Community residents (Educational Films Program).

Training Programs Established

Housing (classroom, laboratory and OJT operations).

Brickmasonry - 10 trainees - full-time (40 hr wk).

Electrical Wiring - 10 trainees - full-time (40 hr wk).

Carpentry - 10 trainees - full-time (40 hr wk).

Agriculture (classroom, field operations).

Vegetable growing - 10 trainees - full-time (40 hr wk).

Co-op organization and operation - 33 members.

Educational Toys (classroom, shop operations).

Skill training - 10 trainees - full-time (40 hr wk).

Toy development - 10 trainees - full-time (40 hr wk).

Finance and Real Estate (classroom, lab, OJT operations).

Clerical and bookkeeping - 10 trainees - full-time (40 hr wk).

Supportive Services Programs Established

Adult Basic Education - 40 trainees on revolving 1/2 day schedule; operates full-time - (40 hr wk).

Counseling Service - 60 trainees - plus community services;
Group - bi-weekly;
Individual - as needed;
Community - special service projects.

Youth Programs Established

1100 Participating youth.

30 Youth aides (part-time volunteer and paid staff).

11 Youth Target Area Clubs (2 county area).

11 Recreational Programs.

5 Educational/Community Service Model Programs.

Economic Development Efforts

Youth Enterprises, Inc.

Profit making youth corporation incorporated June 1970, State of Mississippi, 500 shares stock sold @ $5.00 per share.

Education Toys.

Profit making toy workshop incorporated June 1970, 130 shares stock sold @ $5.00 per share.

Farmers Co-op.

Non-profit corporation operative since April 1970, 33 members, charter complete. Incorporation under consideration in State of Mississippi.

STRIVE, Inc.

Local small builders and independent contractors consortium, 25 members, charter complete. Incorporation under consideration in State of Mississippi.

Housing Development Corporation.

Initial organization, 10 members.

Job and Training Placement Services

850 Applications on file.
236 Persons referred to training and jobs.
43 Persons placed.
188 Employers contacted.

Advisory Council of Local Employers established - 25 members.

Community Service and Cooperation Projects

Community Consumer Education Program.
5 Sessions.
100 Participants.

Community Educational Films Program.
75 Participants.

Community Libraries established.
200 Books (revolving public library collection).

Community Recreational Clubs established.
11 Geographical area clubs.

Two-County Area Youth Council established.

Model Recreational Facilities established.
Aldridge St. Center - Natchez.
Garden Club Center - Fayette.

Other Cooperative Contacts

Alcorn A&M College, Department of Agriculture, Drama.
Inter-racial Council of Business Opportunity.
Federation of Southern Co-ops.
Small Business Administration.

Other Cooperative Contacts (cont)

Department of Housing and Urban Development.

Federal Housing Authority.

Natchez Urban Renewal Council.

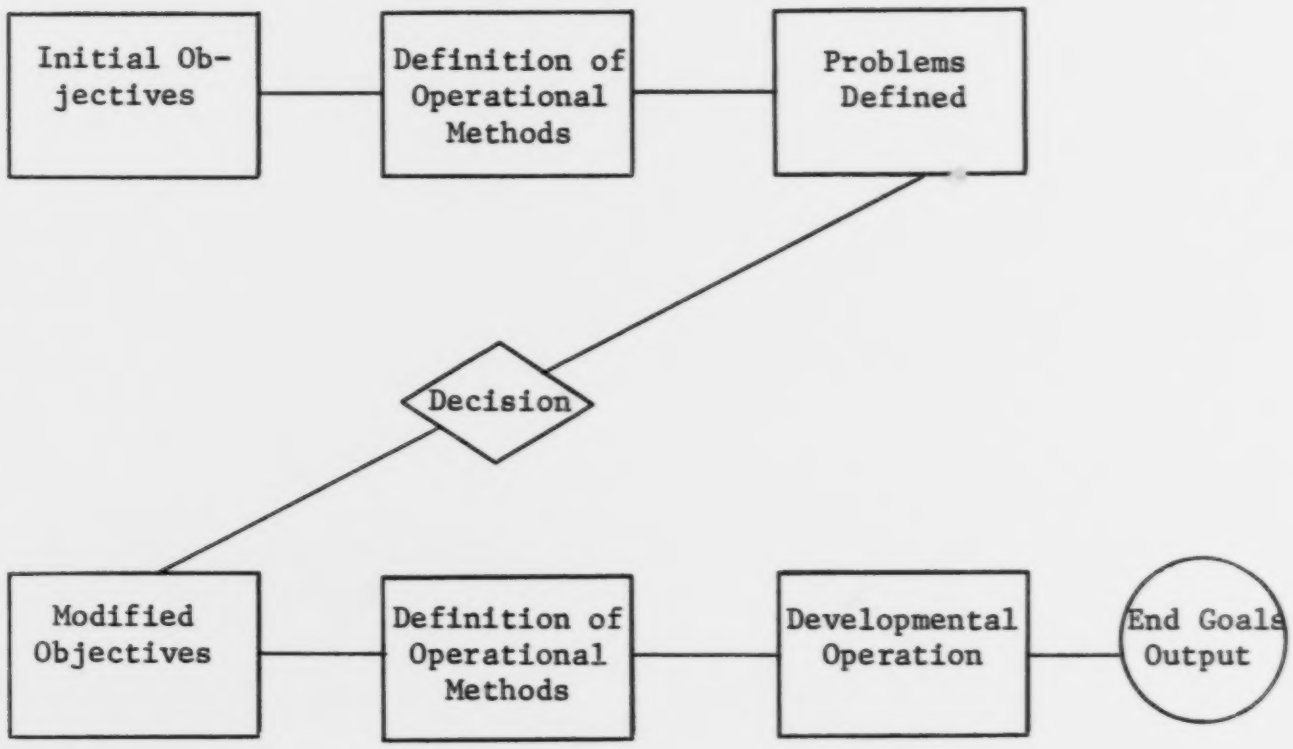
Office of the Mayor - Fayette, Mississippi.

SECTION I
PROJECT OVERVIEW

INTRODUCTION

An evaluation of a demonstration manpower training project must take into account the traditional flow of activity in the life of a demonstration project from first objectives to end goals.

The flow might be charted as follows:



Analytic Systems, Inc., has used the above theoretical construct as the base for the evaluation design of the Adams Jefferson Improvement Corporation's (AJIC) Demonstration Manpower Program.

While AJIC's actual development follows this theoretical design chronologically, the present Interim Report presents those developments in different sequence for more readable reporting.

The Project Summary Overview discussed the primary goal of the program and provided an overview of output and end goals to date.

Section I, Project Overview treats the original objectives proposed, objectives as modified by problems and operational methods, and provides a developmental history of the project as a whole.

Section II, Component Analyses, discusses the development of component goals from initial to modified, defining problems in goal setting, listing modified objectives, analyzing operational methods, functions and output.

The present Interim Report covers the Adams Jefferson Improvement Corporation's (AJIC) Demonstration Manpower Program development during the period of May 1969 through June 1970. A no-cost extension granted to the project in April 1969 allows for an extension to September 1970.

The report defines what AJIC planned, what they have done, how they are doing it, problems encountered, and what they have achieved to date. It also treats recommendations for the project and the replicability of some of its elements.

PROGRAM OBJECTIVES

The actual design of the total program and each of its five (5) major components (Youth, Housing, Agriculture, Finance and Real Estate, Educational Toys) calls for various combinations of three foci. Training, related economic development efforts, and supportive services are interrelated in the primary objectives of several of the component designs, as well as interrelated to the over-riding objective of establishing the CAA as a manpower force.

Original Objectives Proposed

The initial goals and objectives of the demonstration project, quoted from the original proposal, are as follows:

"The project will demonstrate the following:

1. How to develop a CAP Agency into the major Manpower Program for the poor. This is the necessary first step to be taken locally in order to give the CAP Agency the experience to attract major sources of Manpower money from other governmental agencies, and private sources.

   In doing this the Community Action Program will utilize its total program for outreach and recruiting in order to conserve Manpower funds.

2. How a Community Action Agency, through a Manpower Program, can serve as a major economic development agency in a community, and also cooperate with the Office of the

Mayor as a major housing agency. Housing activities of the Community Action Agency through this demonstration Manpower Program will involve training people in construction skills, organizing minority group contractors to expand their base of operation, and to develop non-profit housing development corporations to finance, own and manage property.

3. New methods of training persons of rural backgrounds in critical Manpower areas of finance, real estate, and construction, all leading to small business development opportunities.

4. The project will demonstrate new methods and procedures using total Community Action Program and staff as a means of developing new careers, training, and employment opportunity for poverty stricken persons coming out of rural areas.

5. How to develop and operate a broader type of vocational training program, involving all phases of a particular enterprise. In this way trainees will be able to prepare for a variety of jobs, and some will have the necessary broad knowledge to enable them to establish their own business in the future.

6. The project will demonstrate that youth organizations can be formed in rural areas to engage in youth owned and operated businesses."

(Page 2, Technical Proposal, Demonstration Manpower Program for Adams and Jefferson Counties, Mississippi, December 16, 1968)

A careful reading of the above statement of objectives will evidence vagueness, lack of concrete goal statement in assessable terms, gaps in program design, and loosely defined methodology.

A major project task thus became the modification and restatement of project goals and a delineation of methodology.

Modified Objectives

Once the project received operating funds, the process of defining operational methods and the involvement in initial operations per se modified and clarified some of the original objectives.

As a function of the orientation of Component Directors each component refined the objectives of its own program. The section on Component Analysis traces this history by component. Within each component, modified objectives were stated as primary, and secondary or supportive as follows:

Total Project

Primary Goal: To develop a rural Community Action Program (CAP) Agency into a major manpower force.

Secondary Goals and Supportive Program Objectives: See following "Component Outlines".

Component: General and Administrative

Primary Goal: To provide general direction, support, and administrative services toward the end goals of the demonstration program.

Secondary Goals and Supportive Program Objectives:

Planning components in assessable terms.

Record keeping and data gathering.

Internal communication patterns.

Cost-effective spending.

Staff training.

Board training.

Special studies.

Follow-up studies.

Technical assistance (defining priorities, processing requests, evaluating service).

Component #1: Youth Program

Primary Goal: To develop institutional mechanisms for providing youth with meaningful and constructive leisure and recreational activities.

Secondary Goals and Supporting Program Objectives: The formation of regional youth clubs who sponsor recreational and community service activity.

The formation of a youth owned corporation whose business is recreation related.

Component #2: Housing Program

Primary Goals: To train and place thirty (30) persons in the construction trades (brickmasons, carpenters, electrical wirers).

To develop a non-profit housing corporation which will purchase land and construct housing in cooperation with city governments.

Secondary Goals and Supporting Program Objectives: To develop a consortium of local builders for the purposes of training and participating in the non-profit housing corporation activities.

Sponsoring a small business development program for small construction sub-contractors.

Component #3: Agriculture: Integrated Vegetable Operation

Primary Goals: To provide assistance to farmers through training, technical assistance, marketing and the development of a co-op.

To provide ten (10) farmers with such training and develop them as community leaders and technical resource persons for the co-op.

Secondary Goals and Supporting Program Objectives:
Increased land production for 10 trainees.

Increased income for 10 trainees.

Increased income per unit of sale.

Creating new local markets for vegetables (schools, Head Start, etc.).

Creation of new marketing systems, especially co-op.

Component #4: Finance and Real Estate

Primary Goals: To train and place ten (10) persons in mid-level clerical positions in finance, bookkeeping and basic business administration.

To develop and implement a project-wide and community wide Consumer Education Program.

Secondary Goals or Supporting Program Objectives:

(Same as above)

Component #5: Educational Toys

Primary Goals: To develop a new economic enterprise in the field of manufacturing educational and recreational toys.

To provide a skill training program for ten (10) toy manufacturing personnel.

Secondary Goals or Supporting Program Objectives:

Study markets for educational toys (local and non-local).

Obtain facilities and equipment.

Obtain sales contracts.

Incorporate and establish self-sufficiency.

Component: Supportive Services (Adult Basic Education, Counseling, New Careers/Job Development)

Adult Basic Education (ABE):

Primary Goal: To provide remedial, job-related instruction for trainees.

Counseling:

Primary Goals: To provide an individual and group counseling service for trainees and to develop and implement a testing program for ABE.

New Careers:

Primary Goals: To provide general placement services to the community at large.

To provide specific placement services to the sixty (60) program trainees as required.

To maintain a file of job openings, job profiles and job requirements.

To attempt to work with local business and industry in the area in job restructuring.

DEVELOPMENTAL HISTORY

The development of the AJIC Manpower Program may be treated as an historical process with a starting point, a developmental process of aggregate activities, and a present status point.

The developmental history of the project as a whole discusses activities phasing, staffing, staff training and program planning, facilities development, trainee selection and training implementation, technical assistance, the management information system (MIS), trainee population characteristics, and project activity projections.

Figure 1, Project Implementation History charts these activities chronologically and provides a quick visual statement of the projects whole developmental history.

The developmental histories of the five major components and supportive services are separately detailed in the analyses of each component.

ACTIVITIES	DEC. 68	JAN. 69	FEB.	MA
PROPOSAL SUBMISSION	▲			
PROJECT AUTHORIZATION				
FINAL CLEARANCE/FUNDS MADE AVAILABLE				
NO-COST EXTENSION GRANTED TO SEPTEMBER 1970				
STAFF RECRUITMENT (COMPONENT DIRECTORS)				▬
FACILITY SEARCH				▬
STAFF ORIENTATION AND INITIAL TRAINING				
PROGRAM DEVELOPMENT				
MATERIALS DESIGN/EQUIPMENT ORDERS				
STAFF RECRUITMENT (PROGRAM STAFF)				
STAFF TRAINING (PROGRAM STAFF)				
DEVELOPMENT OF TRAINEE SELECTION CRITERIA				
TRAINEE RECRUITMENT				
TRAINEE SELECTION				
COORDINATION WITH COMMUNITY AND OTHER PUBLIC SERVICE AGENCIES				
AGRICULTURE COMPONENT				
HOUSING COMPONENT				
FINANCE AND REAL ESTATE COMPONENT				
EDUCATIONAL TOYS COMPONENT				
YOUTH COMPONENT				
BASIC EDUCATION				
COUNSELING				
JOB DEVELOPMENT				
PROGRAM COMPONENT INCORPORATION				

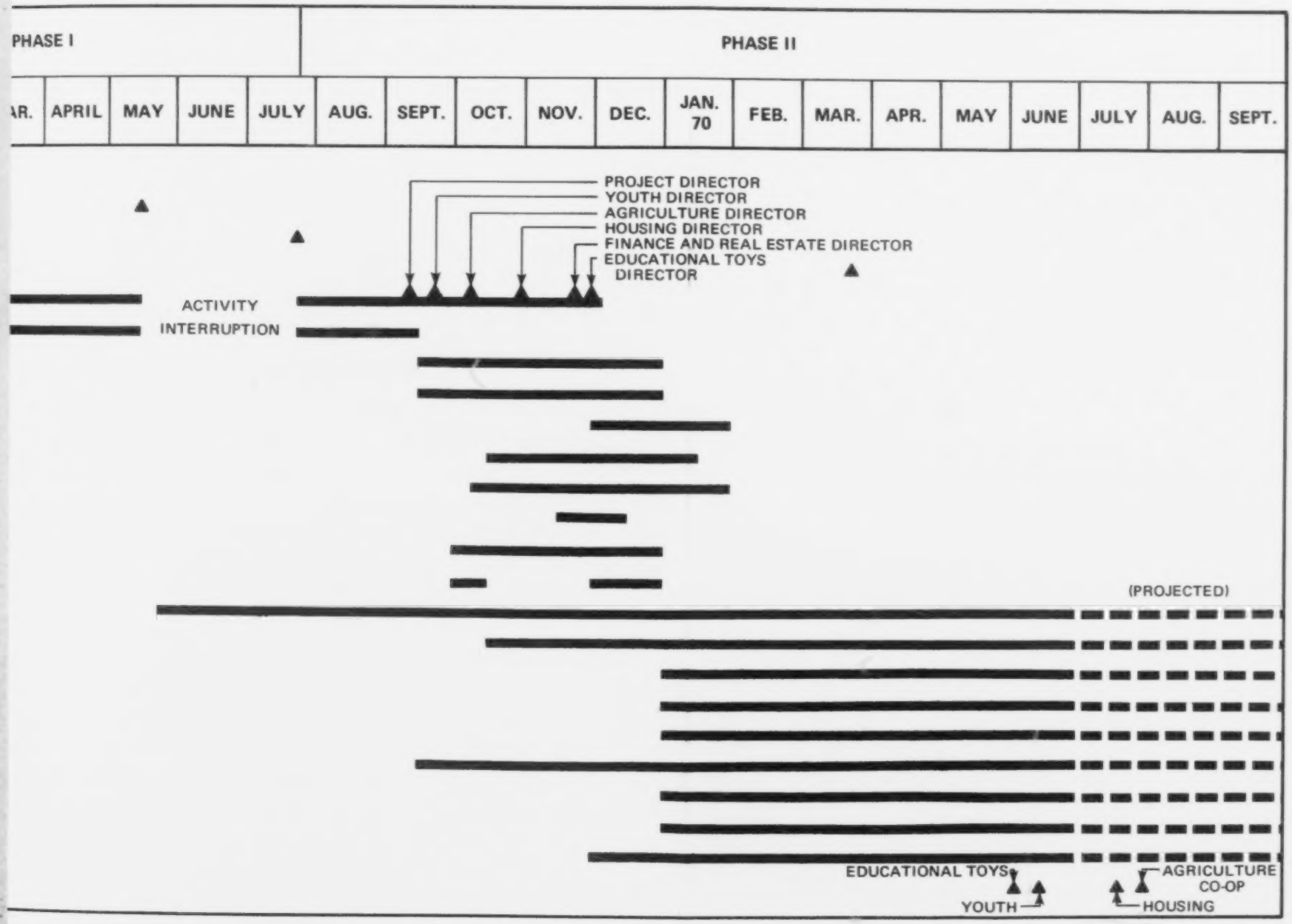


FIGURE I. PROJECT IMPLEMENTATION HISTORY

Phasing

The phasing and methodology of the AJIC manpower program activities are an important aspect of the history of the project's development. Generally the project followed a traditional implementation plan consisting of initial planning, funding, staffing, staff training, modification of plans and goals and operations. Figure 1, Project Implementation, charts the process.

Project development occurred on a regular schedule from one stage to the next with one exception and several minor problems. The exception was an OEO delay of several months in making funds available to the project. Although the project was funded in mid-May of 1969, operation funds did not become available until late July 1969. Minor problems encountered included locating qualified staff, locating adequate facilities, and revising a vague statement of work (proposal).

The major delay in receiving funds was due to difficulty encountered in receiving "sign-off" from the governor's office. This vote of support was never received from the state, and the legal ramifications of funding the project without it took several months to resolve. It is important for the purposes of evaluation to point out that this problem was beyond the control of AJIC.

The consequences of this delay were very real to AJIC, however. Planning and start-up activities were set-back. The implementation process was interrupted. Staffing, facilities and program development planning were all negatively affected by the stoppage. Finally, the loss of this time set the entire project implementation back several months.

Staffing

Several candidates for major staff positions, including one candidate for the director of the demonstration program were lost in the delay during June and July. Several qualified candidates were unable or

unwilling to risk waiting for tenative positions. The loss of qualified candidates was particularly critical because of the general lack of qualified candidates in a rural area like Adams-Jefferson Counties.

After AJIC received funds and final authorization for implementing the project, the search for staff began again. Several candidates had been lost by this time, as noted. The development of the total staff covered a five-month period. The recruitment of component directors for the staff covered a four-month period. This elongated staffing pattern had mixed results on the effectiveness of the project.

Positively it allowed for the gradual phasing of five (5) distinctly separate components and for the orientation and training of component directors on an individual basis.

Negatively it further reduced the operational time in which the project and its five components had to achieve the goals of the demonstration project.

Figure 1, Project Implementation, charts the individual staffing patterns by component.

The staffing delays experienced by AJIC can be attributed to several factors:

a. Funding delays during which time several candidates for major positions took other jobs.

b. A desire to hire local persons in an area where professional manpower personnel are very scarce.

c. The inability of AJIC to offer sufficient incentives to attract non-local personnel to the program and area. Salary levels were too low to provide this incentive.

d. A policy whereby all staff members for the project had to be approved by the grantee's (CAA) Board of Directors. This staffing policy has merit but must also be regarded as a process which slowed down staffing and consumed time and energy.

One major staff member, the Director of Agriculture, resigned in late November, was temporarily replaced until late December, and permanently replaced in January. All other staff positions have been occupied continuously.

Staff Training and Program Planning

The process of staffing is closely related to the processes of staff training and to the establishment of program goals.

Staff training has been a continuous process using two primary techniques: the weekly staff meeting and technical assistance efforts directed toward one component at a time. The weekly staff meeting provides the opportunity to review project problems and goals as a whole, and to plan strategies, solutions and special projects.

The technical assistance effort has focused on the needs of a particular component at a particular time. Both technical assistance contractors, Multi-Racial, Inc., and Pacific Training and Technical Assistance (PTTA), have provided this type of staff training. The usual technique is to concentrate on a particular component and its problems/development, etc. Although many components may receive TA during one site visit, the assistance is "individualized" by component. Technical assistance to the project administration is conducted in the same manner.

One problem concerning staff training/technical assistance in the early life of the project resulted from some confusion on the part of project administration on how to best utilize the TA available. Administrative control of TA efforts has increased as the administration gained

experience and confidence in its own ability to direct the TA process. Presently, TA contractors are required to report efforts, progress and results for all assistance offered.

The history of the project's program planning and goal setting as a whole, and by component programs, evidences another major utilization of technical assistance. Since the original proposal was vague in many areas of its statement of work, the modification of goals and the development of specific methods, training plans and content, organization of economic development efforts, etc., was a large task. This task was an appropriate place for technical assistance. Where component directors were able to utilize TA to set concrete goals to work toward, they increased their proficiency, directiveness and confidence - they knew "what they were all about".

Technical assistance played an important role in this development of goal orientation. It provided staff support, concepts of methods and techniques, materials, schedules and a trouble-shooting type of monitoring. Although the quantity and timing of the technical assistance effort were sometimes less than required, the quality of the assistance was generally quite high and showed positive results.

Facilities Development

The local environment also had an effect on facilities available to the project. The original agreement which allowed the project to share the new MDTA center facilities and materials in Fayette was rescinded. Office and training space were difficult to find and lease. The need for training equipment and supplies often outstripped the budget for those items. By October 1969, the project had located office space in Fayette. By December, training space in Fayette was also leased. As component needs arose additional space was located. The carpentry workshop is, for example, housed in a church no longer in use.

At this point project facilities are adequate, but the difficulty in obtaining them caused one more delay in the implementation of project operations.

Trainee Selection and Training Implementation

Trainee selection was a difficult process since the number of persons applying for training exceded the number of training slots.

A committee consisting of the counselor and the appropriate program component staff reviewed applications, interviewed applicants and made final acceptances to fill the available training slots, as follows:

Total Applications Received	472
Male	84
Female	388
Applications for Finance and Real Estate	55
Applicants Interviewed	30
Applicants Accepted	10
Applications for Educational Toys	36
Applicants Interviewed	24
Applicants Accepted	10
Applications for Housing	84
Applicants Interviewed	65
Applicants Accepted	32
Applicants for Agriculture	Information unavailable
Applicants Interviewed	30
Applicants Accepted	10

Selection criteria were developed by each component, and the component director and head counselor conducted application interviews. Selection criteria varied by component but generally emphasized financial need and desire for training. The low drop-out rate to date seems to indicate that the selection process was handled well. To date only six (6) persons have dropped out of the program. Of these several were drop-outs

due to military service or marriage. Slots were filled as they became open as a result of drop-outs.

Implementation of training took place on varied schedules according to the component. The Agriculture component accepted its first five (5) trainees in mid-October and began training in land preparation. Trainees for the remaining components, Housing, Educational Toys and Finance and Real Estate, began training in late December as indicated on the Implementation Chart. The development of each training program is discussed in the component analysis section.

Technical Assistance

The technical assistance (TA) utilized by AJIC is of significant import to the project evaluation for two reasons:

1. Technical assistance has been utilized in every major project activity as a continuous method of support and improved operations.

2. Two methods of technical assistance have been used at the project providing some interesting comparisons of TA method.

The project has received technical assistance by contract from both Multi-Racial Corporation and Pacific Training and Technical Assistance (PTTA). The Multi-Racial contract is a direct-service contract. Funds from within the project budget have been expended by project administration for contracted TA services from Multi-Racial. PTTA technical assistance is an effort contracted between the Office of Economic Opportunity and the TA firm to provide TA to and monitoring of the AJIC demonstration program.

The project's utilization of this technical assistance was markedly different. Multi-Racial provided TA in program development, staff

recruitment, staff-training, facilities search, program planning and operations trouble-shooting. PTTA's role developed TA as a secondary process to monitoring operations. The number of man-days effort from Multi-Racial is over twice those from PTTA. (Some 50 man-days.)

The reason for these differing developments lies with the project administration's use of the two TA methods. Where project administration had more significant control over TA, it was used more frequently and with more efficiency. Thus they requested more TA from Multi-Racial, whose efforts they controlled, than from PTTA whose contractual responsibility rested with the OEO.

A positive development in the capability of the project administration has been AJIC's move toward directing TA efforts rather than merely accepting them.

Management Information System (MIS)

The development of a Management Information System at AJIC has been a long-term process, developed and conducted on an as-needed basis. As the project began to produce operational data, forms and systems were developed.

This implementation pattern has developed a good base of data on discussing the operation of the project, but lacks information concerning the developmental activities of the project and its components. The MIS also has evidenced some problem in summarizing significant standard data on a periodic and continuous schedule for use in status reports.

The project administration is aware of this need and has taken several steps to correct it, including the development of a monthly statistics sheet for each component and for the total project. This statistics sheet concept has been used in the project's monthly OEO report since April 1970. The statistics sheet is included in Appendix A.

Trainee Population

The persons served by the AJIC demonstration program vary by program as well as by personal characteristics.

The following charts (Figures 2 and 3), prepared by the projects counseling department indicate sex, age and years of education of 51 of the 60 manpower trainees. Agriculture component trainees are not included since they do not receive ABE training or regular (group) counseling. The educational level of the Agricultural trainees is significantly below that of the trainees included in the study. Most would fall into the "less than eight years schooling" category; some are functionally illiterate. All except one are male. It is unfortunate that the original design of the program did not include ABE training for Agriculture trainees. The second year proposal contains this provision.

Figure 2, as compiled on the 51 trainees in Housing, Educational Toys and Finance and Real Estate, indicates that 50% of the trainees attended school for 12 years. This is a relatively high percentage since 10 Finance and Real Estate trainees were required as a training prerequisite to have attended school for 12 years and preferably be high school graduates.

Forty-two percent of the trainees attended school for between 9 and 11 years. Although years of school completed is not the best indicant of educational achievement, these percentages reflect the prerequisites of training programs which required some academic base for vocational training. For example, basic reading and computing skills are necessary prequisites for training in the building trades. The ABE analysis (see Component Analyses, Supportive Services section), gives statistics on tested educational achievement of the population.

Sex distribution shows 61% of the 51 trainees are male, 39% female. Program components are for the most part sexually segregated. Housing

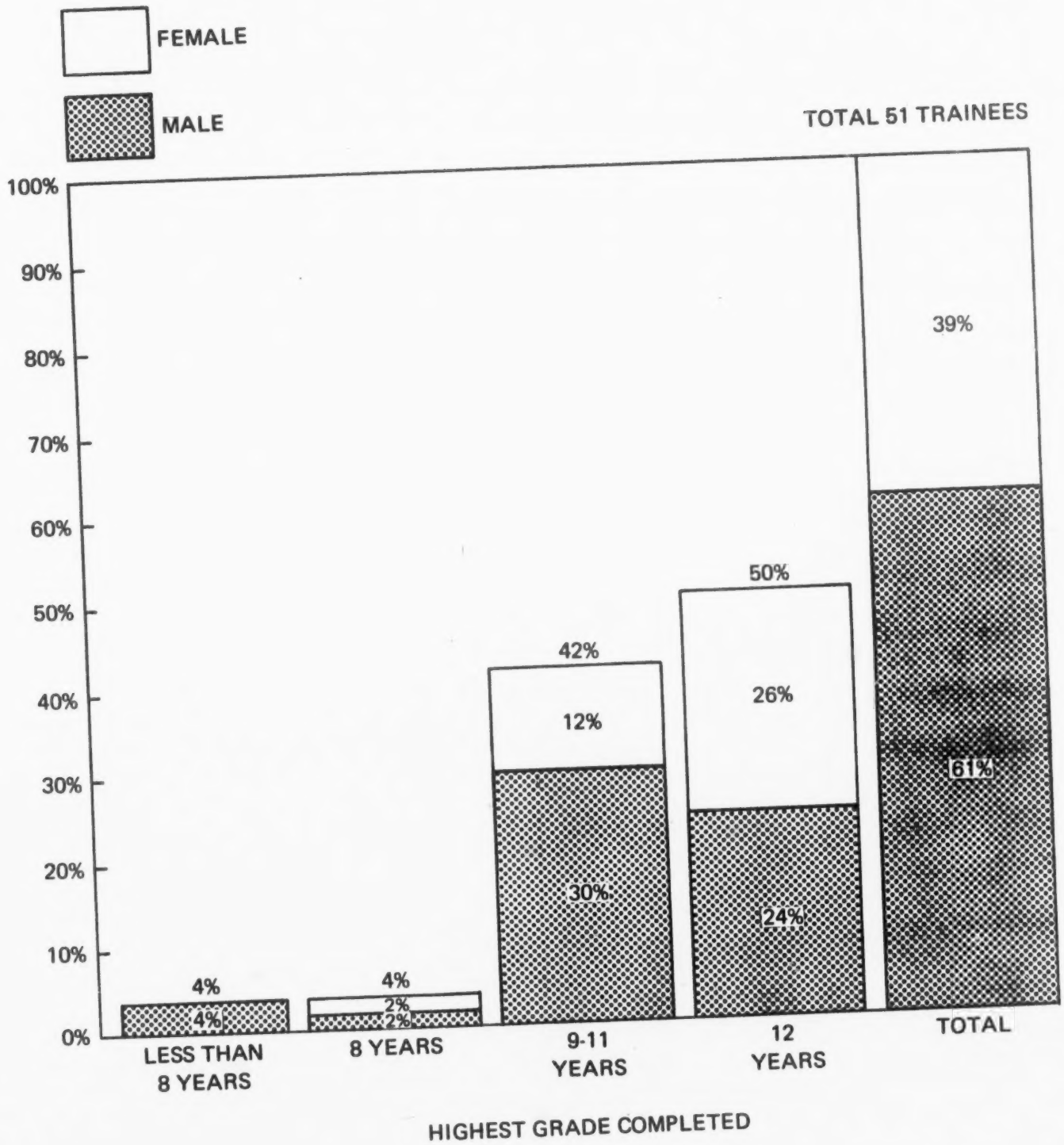


FIGURE 2:
CHARACTERISTICS OF TRAINEES: PERCENT DISTRIBUTION BY SEX AND YEARS OF SCHOOLING

trades are all male; Educational Toys and Finance and Real Estate (clerical and bookkeeping skills) are all female.

Figure 3, which shows age and sex distributions of the 51 trainees, indicates that the largest percent of the population for both male and female (44%) is in the 19-21 years of age category. The 22-34 years category follows with 28%. Only 16% are over 35. Twenty percent are younger than 19.

Twenty-eight (28%) of the females fall into the 19-34 age bracket; 44% of the males fall in this mid-age range.

It should be noted that the Youth Component participants are not included in the study, as this is not a training component per se.

In addition to sex, age and education characteristics, employment history is a significant area of population characteristics. Trainee histories compiled during recruitment and interviewing for training slots, indicate that most trainees had received little or no training either on the job or in training programs since high school. Few of them had employment histories of any continuity. Most were unemployed. A few had sporadic employment histories of non-skilled, short-term jobs. Few had any marketable skill.

Project Projections

AJIC's projections for the continuation of the project are based on the first year's experience and follow logically from the project's development as described. These projections are contained in AJIC's proposal request now in final preparation. They offer detailed rationale for the continuation of specific project efforts and argue for the logical expansion of some of those efforts.

The proposal visualizes continued training in second cycles with new trainees in the areas of Housing, Agriculture and Sales Training

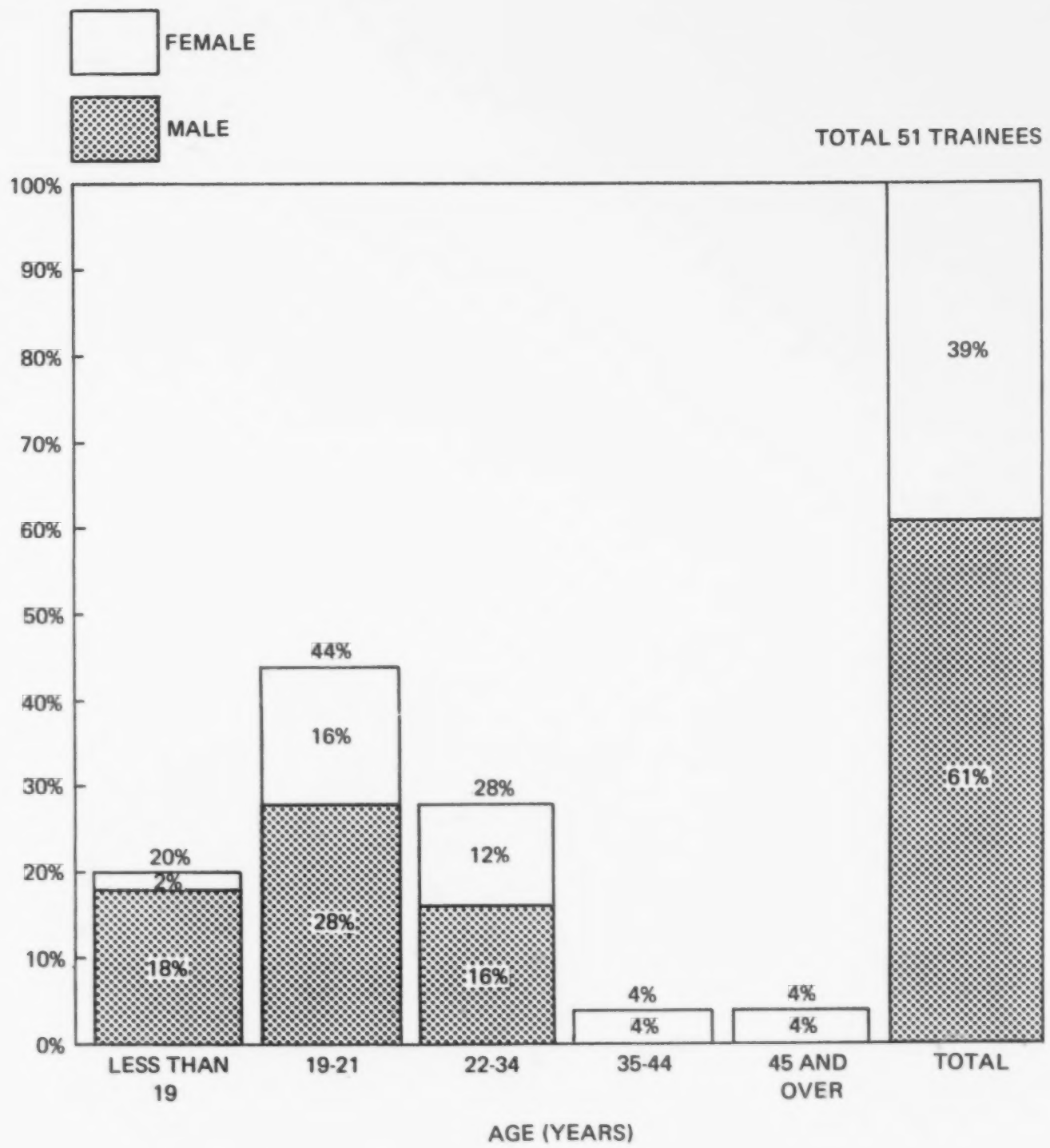


FIGURE 3: CHARACTERISTICS OF TRAINEES: PERCENT DISTRIBUTION BY AGE AND SEX

(modified from Finance and Real Estate) after the completion of training and placement of the present trainees.

Economic development projections call for additional investments in youth-owned and operated businesses through Youth Enterprises, Inc., and additional investments in the Agricultural Co-op and Educational Toys, Inc. The thrust of this effort will be to support the now existent enterprises in their first full year of operation as incorporated entities. The first year was dedicated to initial development and related training; the second year will emphasize operational development of the business concern, and related training.

Further organization and increased activity of entities like STRIVE, Inc., (builders consortium) and the Housing Development Corporation are also projected. Now that the project has established operations as well as concrete organizations the attempt to attract non-OEO funds to the project will also be pursued more actively with expectation of some success.

SECTION II

COMPONENT ANALYSIS

INTRODUCTION

In many ways the most significant aspect of the present evaluation of the AJIC Manpower Program is contained in the Component Analysis. It is here that in addition to the study of a developmental process we can examine definitive indicators of project performance. Since components were designed and do operate as separate entities of the same overall effort, they are treated separately.

As the project has not completed training in any component, trainee placement information does not exist. Therefore, indicators of project performance are limited to activities within training cycles. These provide an objective and assessable base for evaluation when compared with the components' stated goals.

As indicated in the project's implementation history, training has been fully operational only since January 1970. Therefore, the following analysis of activities by components covers a six month period unless otherwise specified.

Each component analysis contains information concerning the developmental process and problems, goals established, activities and status, with supportive statistical information.

The pattern of component development follows the same process as the project as a whole, moving from original goals and objectives through modification of objectives to developmental operations. Each component section traces this development.

YOUTH COMPONENT

The primary goal, as initially developed for the Youth Component, was to develop institutional mechanisms for providing youth with meaningful and constructive leisure and recreational activities. A related goal concerned involving youth in economic development projects as owners and operators.

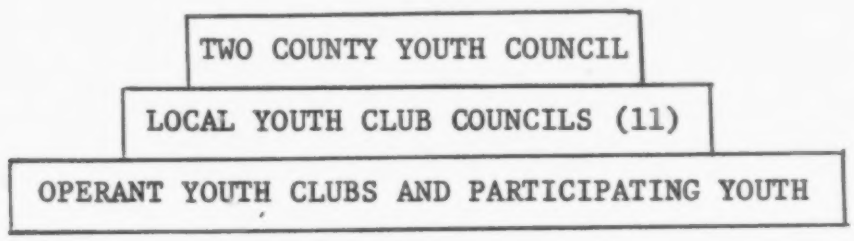
Both goals have been met through the operations and activities of the Youth Component. A complex organization of youth "clubs" operate a series of recreational and educational activities in eleven "cells" or geographical areas, using nine (9) paid youth coordinators. A youth-owned and operated profit-making corporation, Youth Enterprises, Inc., has been established and has requested a $5,000 loan from the AJIC Manpower Program to establish several profit-making businesses. The loan money is available through AJIC's demonstration funding.

Both operations, the Youth Clubs and Youth Enterprises, Inc., have demonstrated successful methods of organizing youth in rural areas. Both are operating and sponsoring activities by and for some 1,100 youth.

Organization

The operational and structure of the Youth Club has provided a sound "grass-roots" organization pattern, emphasizing the participation and responsibility of youth.

The organization is a three-tier pattern that can be visualized as follows:



The composition of each tier represents elected representation from the tier below, as follows:

1. The Two County Area Youth Council consists of at least one (1) adult and two (2) youth <u>elected</u> from the target cell Youth Councils. Nine (9) of these elected "youth leaders" are paid youth workers, three (3) full-time and six (6) part-time.

2. The Youth Council from each local club composed of five (5) to nine (9) members, including at least one (1) adult.

3. Youth target cell clubs are composed of members and other participating youth living within the target geographical boundaries.

The functions of the eleven (11) local Youth Club Councils are (1) to coordinate proposed local activities with local youth groups and organizations, (2) consider programs, recommendations, policies and plans from the local youth groups, and (3) devise plans for recommended programs and policies to be submitted to the Two County Youth Council for approval.

Each local Youth Club Council is responsible to the Two County Youth Council, which consists of at least two elected youths and one adult from each target area club. The Two County Youth Council thus serves as a collective body of opinion for poor youth from all eleven target area clubs covered by the Agency. The Youth Council is directly involved in all policy and administrative decisions of planning and implementation of the youth programs. Activities in individual target area clubs are thereby coordinated. The Youth Council also serves as a liaison between the Youth Director and his staff and the youth community.

To insure effective youth involvement in programs and policies, the Youth Council has appointed a member to serve on the AJIC Board of Directors.

The activities of the eleven (11) target area Youth Clubs are impressive in both nature and scope. The fact that they are coordinated by the Youth Council also gives the total effort a significant solidarity.

The process for instituting an activity at the cell level requires planning, costing, presentation to and approval of the Two County Youth Council.

Some major projects, such as the rennovation of the abandoned Fayette Garden Club as a community center are projects sponsored directly by the Two County Council.

The development of the target area clubs and the Two County Youth Council was as follows:

1. Both counties (Adams and Jefferson) were divided into community youth clubs that covered all of the target areas of that particular county.

2. Community meetings were held in each area to inform the people of the goals of the Youth Development Program, and the objectives of the Manpower Program.

3. Follow-up meetings were held with the youth in each target area. The main purpose of these meetings was to organize. The objectives and goals of the Youth Program were discussed in detail. The election procedures for Youth Coordinators and Aides were also discussed.

4. Once organized, the target area club meetings discussed recreational and other small business ventures.

5. Each target area club elected at least two (2) people to represent them on the Community Youth Committee.

6. This Community Youth Committee consisting of at least two (2) representatives from each target area club became responsible for the election by secret ballot of Coordinators and Aides (2 Coordinators, 2 Aides per county for a total of 8 paid youth workers, four (4) part-time and four (4) full-time).

7. The Aides and Coordinators of the Community Youth Committee received periodic training in organizational techniques, recruitment, project planning and implementation, and economic development. Some of this training utilized technical assistance input from Multi-Racial and PTTA.

One major modification of this plan has occurred. In late April 1970, the Community Youth Committee was reorganized to comply with the issuance of new OEO guidelines for youth programs. Although the Youth Component did not require compliance with this directive due to its demonstration nature, the guidelines were adopted to concur with OEO regular youth program guidelines. This insured the compatibility of the Youth Component organization with regular OEO youth programs and provided an improved organizational plan.

A new "Youth Council" was thus created using the organizational base of the original Community Youth Committee. The new Youth Council provides an overall coordinating entity with full responsibility for program operation, elected from the existing target area club structure.

Operating Projects

The activities instituted under the Youth Component of the AJIC Demonstration Program in accord with the organization pattern outlined above are impressive. In this regard it is important to note the significant support from the local community and some non-local benefactors.

The Youth Component activities are summarized below. Figure 4 provides sample statistics from an operating month of the component.

1. Community Center and Library: In an effort to meet the demands of youths and adults, the Youth Component assisted citizens of Kingston, a rural community in Adams County, in petitioning the County Board of Supervisors for a building to open a library for in-school youths. As a result of the petition, the Supervisor of that district agreed to allocate $1,400 in materials and labor for the renovation of an old school building. The Armstrong (Public) Library of Natchez has pledged support in the form of books and remedial reading materials.

Prior to the opening of the Center, the Youth Component sent letters to publishing companies requesting complimentary copies of text books and novels. More than 200 copies valued at over $2,000 were sent by Random House and other companies.

The Center is staffed by the elected Youth Leaders of the local target cell and volunteer workers from the community. The weekly attendance ranges from 75 to 100 people. However, attendance will increase with

DATE: **April 15 - May 10, 1970**
RE: **Supportive Data**

A.	Number of projects operating in categories:	
	1. Recreational	3
	2. Fund-Raising	0
	3. Educational	3
	4. Community Service	2
B.	Number of hours of youth activities provided:	
	1. Recreational	420
	2. Educational	190
C.	Number and types of projects planned:	
	1. Economic Development	6
	2. Recreational	3
	3. Educational	2
	4. Community Service	2
D.	Number of volunteers in program:	45
	1. Target Cell Youth Councils (Planners)	38
	2. Teacher-Youth Seminar	1
	3. Organizers	6
	4. Hours of service	180
E.	Number of youth participating in meetings, educational and recreational activities:	1038
	1. Number of meetings	17
F.	Number of Youth Leaders:	10
	1. Number of hours of training	36
	GRAND TOTAL OF PARTICIPANTS	1083

Figure 4. Statistical Analysis: Youth Development

summer tutorial and recreation program use of the building.

2. Aldrich Street Center: The Aldrich Street Center is a recreation center located in a poor black section of Natchez. The Center is equipped with recreation equipment for all ages. It is multi-purpose since it is used as a headquarters for the elected Youth Leaders of Adams County and for dances, meetings, movies and other youth activities. Daily attendance ranges from 50 to 75 young people. The Center is open six (6) days per week from 8:30 a.m. until 8:00 p.m.

The youth staff that operates the Center is in the process of repairing equipment to set up a short-order restaurant.

3. Target Cell-Sponsored Recreation: Target cell clubs are coordinating local recreation programs. The elected Youth Leaders are responsible for organizing a volunteer recreation program in their individual target cells.

The Youth Council has been working jointly with the Mayor of Natchez to coordinate the city's recreation program. The Council serves as a liaison between the Mayor's office and the youth community.

Model recreation projects operated by target cell clubs have been most successful. In addition to providing recreational opportunities, they attract youth to other Youth Component activities such as economic development.

4. Garden Club: The Garden Club is an abandoned club house located in Fayette, Mississippi. The owners have given the Youth Component permission to renovate and make additions for the purpose of establishing a multi-purpose community center.

Facilities to be included in the Center are a lounge, snack bar, fully equipped recreation center, day care center and possibly a physical fitness room.

The Housing trainees of the Manpower Program have begun working on the foundation. The structure should be completed by August 1970.

The entire operation will be under the Two County Youth Council control.

5. College Placement Project: The College Placement Project is designed to assist and motivate high school graduates in the areas of college admission and financial aid. It is also designed to encourage high school dropouts to attend one of the 13 High School Equivalency Programs (HEPs) in the United States.

To date, the component has given technical assistance to 42 students seeking admission and financial aid. The program is also working with the Alcorn A&M College Upward Bound Program to help fill their quota for Jefferson County.

The Youth Component has also attempted to secure outside funds to develop scholarships for local residents.

6. Youth Seminars: The Student Organization for Unified Learning (S.O.U.L.) is an organization sponsored by the Youth Component. Its purpose is to provide weekly seminar sessions on topics relating to racial understanding and black awareness. Films, discussions, speakers, theater productions, etc., are utilized. S.O.U.L. has also generated interest in establishing a "little theater" group in Fayette.

Youth Component Economic Development Activity

In addition to the organization of youth clubs and a Youth Council and their related activities, the Youth Component has initiated significant

economic development activity. After several months of preparation, Youth Enterprises, Inc., was incorporated in the State of Mississippi (May 1970). This corporation was charted "to engage in the business of manufacturing and selling merchandise and services, through small businesses with emphasis on youth employment". Conferences were held with an attorney and incorporators (Youth Council and others) to prepare and submit the charter to the Secretary of State's office. By-laws were adopted as part of the charter preparation.

The aggregated number of shares which the Corporation has authority to issue is 1,000 with a par value of $5.00 each. The Corporation is unique in that "no person shall be allowed to acquire over three shares of stock, nor shall any person over thirty (30) years of age be allowed to acquire stock. Stock acquired by persons under fourteen years of age shall carry no voting rights either in person or by proxy until stockholder reaches the age of fourteen (14)".

The Corporation will have authority and powers set forth in Section 4 of the Mississippi Business Corporation Act.

Shares of common stock have been sold at $5.00 per share and the Corporation is in the process of opening its first businesses.

The Youth Component has been providing technical assistance to the Corporation and will continue to do so until the Corporation is in a position to hire an Executive Director or Manager.

The activities of Youth Enterprises, Inc., are presently awaiting approval of project administration and OEO, having been approved by the Corporation's Board of Directors. In each proposed business venture initial non-interest bearing loans have been requested from the loan fund of the AJIC Demonstration Program. A description of the proposed ventures follows.

1. ABC Cleaners (Always the Best Cleaning): Although it is unlikely that the ABC Cleaners project will be funded (special conditions on the loan require that investments be recreation related) it is included here as an example of the components' organizational and planning capability.

The Board of Directors of Youth Enterprises, Inc., presented a plan to the AJIC Manpower Program requesting to borrow $3,949 to operate a dry-cleaners that has been leased to the Corporation for one year. The cleaners is fully equipped and can be put into operation with minor repairs. It is located in a heavily populated black community of Natchez, Mississippi.

Prior to the request for a loan, the Board agreed tc use the money collected in shares to pay rent for two months, and to pay other necessary costs to put the business in operating condition. The loan will be used mainly for repairs, personnel and supplies for at least three months.

If the loan is approved, the plan calls for hiring a manager and at least three youth full-time.

If the business is successful after a period of three (3) months, Youth Enterprises, Inc., will make arrangements to train six (6) youth who will have the option of remaining with the business as full-time employees or being placed in other related businesses.

Profits that come into the Corporation as a result of business operations will be used as follows: 40% to meet the needs of the youths in Adams and Jefferson Counties; 25% annual dividends to shareholders; and 35% to improve present businesses or establish new businesses.

2. Printing Press: The Youth Component is negotiating with the former owner of a fully equipped printing establishment located in Natchez, Mississippi. The owner has expressed his desire to rent the entire business.

If the AJIC Demonstration Program is able to provide the necessary capital investment to Youth Enterprise, Inc., through a loan, the Corporation will operate the business.

3. Movies Project: The Youth Council has submitted plans to secure funds to demonstrate the feasibility of operating a theater in Fayette, Mississippi. Presently, 16mm movies are being shown in the Fayette Recreation Center for an admission fee. To date, attendance has been high enough to cover rental fees of the movies.

Youth Component Projected Activity

The Youth Council and the Youth Component Director have recently completed projecting second year activities for the Youth Development Program. The original proposal was revised considerably. The objectives of the new program are:

1. To attack youth unemployment by encouraging and assisting local enterprises to employ qualified hard core youth.

2. To establish Jobs Sub-Committees to the Mayor's Council.

3. To develop a counseling program to provide tutoring services to youth with no "marketable skills".

4. To further develop a College Placement Program.

5. To further develop Youth Enterprises, Inc., a profit-making corporation owned and operated by young people between 16 and 25.

6. To further develop Youth Centers on a target cell basis for the following purposes:

   - Headquarters for elected youth leaders.
   - Indoor-recreation-related businesses, using recreation as a model.
   - Multi-purpose centers for the youth and community.

7. To continue weekly youth seminars centered around Negro History and Racial Awareness through S.O.U.L.

8. To establish a youth press.

The above objectives are based upon documented priorities set by the newly elected Two County Youth Council.

FINANCE AND REAL ESTATE COMPONENT

Goal Development

The goals of the Finance and Real Estate Component as initially stated in the proposal were to expand AJIC's limited consumer education program and to train low income persons to become "actively and profitably engaged" as bank clerks, credit union personnel, in credit departments of businesses and in real estate.

The constraints of a nine-month training program with only ten (10) trainees and one (1) senior staff member made it necessary to modify initial goals during the first stages of plans for implementation. The scope of the initial goals, which seemed to call for various types of training to be instituted, was narrowed to a single type of training; mid-level clerical and bookkeeping training. Two (2) junior staff members with qualifications in business administration and accounting were hired to spread personnel coverage over a full-time training program and a community consumer education program. These modifications reflected an attempt to set realistic goals for the component given the resources available to it.

The decision to focus training activity in the clerical/bookkeeping area was finalized after some local labor market explorations which indicated this was realistic in terms of job opportunities available. One projected placement opportunity was the business administration needs of the prospective economic development enterprises of the other components - the Agriculture Co-op, the Educational Toys business, the Youth Enterprises, etc.

These modified goals may appear less unique and exciting than the original proposal goals, but it is to the project's credit that the new goals were more realistic and attainable. It should also be noted

that the intent of the original proposal goal - to demonstrate the development of a training program in the general area of finance - was maintained.

The modified goals of the single training area of clerical/bookkeeping were delineated as follows:

- To train and place ten (10) persons in mid-level clerical positions in the areas of finance, bookkeeping and business administration.

- To develop and implement a project-wide and community-wide consumer education program.

Operational Status

The component has accomplished the following in its six months (January-June 1970) of operation:

. Modification of original goals and staffing pattern.

. Conducting labor-market explorations.

. Development of a training curriculum.

. Six months of training completed in the subject areas of:

- Business Math
- Programmed Math
- General Business
- Introduction to Modern Business
- Accounting/Bookkeeping
- Typing

. Sponsored trainee site visits to credit and accounting departments of local businesses.

. Provided application completion and placement test-taking experience for trainees through local businesses.

. Instituted OJT type experience within the Agency:

  - Agriculture Co-op; setting up bookkeeping records and operating the vegetable stand
  - Educational Toys pricing and marketing
  - Credit Union technical assistance
  - Purchasing for Housing Component

. Established OJT and placement contacts in the community.

. Designed and implemented a Consumer Education Program for the community including lesson plans.

. Conducted five community consumer education sessions covering:

  - Consumer Motivation
  - Credit Buying
  - Cash Buying
  - Long and Short Term Loans
  - Financing Homes and Automobiles
  - Budgeting

. Offered technical assistance to other project components' consumer education efforts.

The curriculum design of the training component has evidenced sophistication in content covered and in learning activities outside the classroom. Content has included such items as commission rates, investments, annuities, sinking funds, amortization of mortgages, sources of commercial credit, history of labor forces, and regulating financial institutions. Grade averages on unit tests have indicated trainee progress and comprehension.

Learning activities from site visits, applications procedures, placement tests and OJT type experience have added local realism to classroom training.

Figure 5, a Sample Program Activity Statistics Sheet (May 1970), provides information concerning the usual level of operation of the component. The low absentee and dropout rates indicate a high level trainee motivation.

Problems in the development of the component have centered around available resources. Training material budgets were limited and originally did not provide for any "hands-on" equipment such as calculators, typewriters and business machines. The component has been able to convince project administration to realign budgets to provide several typewriters but the cost of other equipment has been prohibitive.

On-the-job training has been recognized as a method of expanding training facilities. Trainees have been involved in "live" work experience, helping other components with establishing and conducting bookkeeping procedures, pricing, purchasing, etc. Specific OJT slots have been identified in the community, and present indications from the component co-directors foresee placing OJT-ready trainees as soon as possible. Training is scheduled to continue through the end of the project funding period (September 1970) to allow the full nine month training period originally planned. This will provide the time required for OJT experience.

COMPONENT	TOTAL PERSONS SERVED	TRAINEES ON STIPEND	OTHER PERSONS SERVED	DROPOUT	NEW ENROLLEES
Finance and Real Estate	11	10	1	none	none

HOURS OF TRAINING		VOLUNTEER	SPECIAL PROGRAM ACTIVITY	
TOTAL	1520	NO. 1	PROJECT	Visit Sears & South Central Bell Tele. Co.
CLASSROOM	1000	HRS. 4		
LABORATORY	200		NO. OF HOURS	5
O.J.T.	320		NO. OF PARTICIPANTS	17

COMMUNITY MEETING	NO. OF HOURS	RECIPIENT	TYPE	RESULT OR REMARKS
Consumer Education	4	80	Instructional	The attendance is improving in the Consumer Education classes. The people are becoming more interested.

Figure 5. Monthly Program Activity (May 15, 1970)

HOUSING COMPONENT

Goal Development

The goals of the Housing Component encompasses both training and economic development efforts. These two goals are integrated in the Housing Component, offering mutual support and coordinated goals.

The goals as indicated in the original proposal and delineated in the program development stage of the component are as follows:

- To train and place thirty (30) persons in the construction trades (brickmasons, carpenters, electrical wirers and plumbers).
- To develop a non-profit housing corporation which will purchase land and construct housing in cooperation with city governments.
- To develop a consortium of local small builders and contractors for the purposes of participating in training, business development, and in the Housing Development Corporation (HDC) activities.

The development of the component modified the original scope of training to three areas instead of four: brickmasonry, carpentry and electrical wiring.

Plumbing was dropped as a training area for several reasons:

1. Only three trainers had been funded for the component. Qualified plumbers were unwilling to give up regular business and contracts for salaries funded at $500 per month.

2. The number of trainee slots, 30, funded for this component did not justify the fourth training area from a cost-effective point of view. The number of skill areas was therefore reduced to improve the quality of the training provided.

The Housing Component has evidenced the development of a unique staffing pattern. This component is the only one which has a full-time administrative staff member. The Director of the component, unlike any of the other project components, is not a trainer per se. He acts as a Supervisor for the component's three trainers, and as a community organizer for projects such as the HDC and the small contractors consortium. This division of labor has provided the necessary manpower to organize a highly integrated and well-coordinated component. A larger "base" of trainees (30 as compared with 10 in other components) makes this staffing pattern feasible and cost-effective. The pattern has definitely demonstrated a functional method of combining training and economic development activities. As such it is worthy of notation and replication.

Operational Status

The Housing Component has instituted both the training and developmental phases of its program. Training has been in operation since January 1970; both the consortium and the HDC are in initial developmental stages and indicate good potential. No trainees have finished the proposed eleven (11) months of training, as the program has only been operative for six (6) months, but training phases are on schedule. Activities of the consortium and HDC have been organizational to date.

A list of the operational activities of the Housing Component indicates its accomplishments toward the stated goals. To date the component has:

. Developed and implemented classroom curriculum.

- in brickmasonry (10 trainees)
- in carpentry (10 trainees)
- in electrical wiring (10 trainees)

. Developed "hands-on" shop training.

- in brickmasonry
- in carpentry
- in electrical wiring

. Conducted a series of community benefit building and renovating projects for non-profit organizations. Labor of trainees was donated in return for training on line projects. Material is not provided by the component or project.

- rewiring a condemmed house
- laying a block foundation for a trailer
- renovative carpentry on the Garden Club of Fayette (Youth Component project)

. Developed OJT slots with small contractors and placed OJT-ready trainees @ $1.60 per hour (project pays half).

- in brickmasonry (4)
- in carpentry (3)
- in electrical wiring (2)

. Set up an OJT system which requires employers to increase their share of the wages as trainee proficiency improves.

. Instituted an OJT evaluation program.

. Conducted initial surveys of possible full-time employers including OJT employers.

. Organized a building consortium of small black contractors in Adams and Jefferson Counties. The consortium has:

  - Submitted request for Incorporation in State of Mississippi
  - Adopted by-laws
  - Collected $25 per member organization fee from twenty-five (25) members
  - Been named STRIVE Building Supply, Incorporated
  - Taken under consideration bidding on the Medgar Evans Medical Center projected for Fayette, Mississippi
  - Prepared to apply for a SBA loan for development funds
  - Planned to provide bond for individual and collective members
  - Included bricklayers, plumbers, air conditioning and heating contractors, electricians, carpenters and an architect among its participants

. Organized a non-profit Housing Development Corporation. The Corporation has:

  - Been named the Progressive Home Builders Housing Development Corporation.
  - Submitted a request for Incorporation in the State of Mississippi
  - Adopted by-laws
  - Recruited approximately ten (10) participant members

- Explored FHA loans
- Been seeking support from Department of Housing and Urban Development (meetings with Federal representative, etc.)
- Planned development of low-income housing in concert with STRIVE
- Been seeking funds ($200,000) to sponsor low-income housing development under Section 235, the National Housing Act

. Participated in community projects including urban renewal planning for Natchez and conferences with new industry.

The activities listed indicate the component's ability to operate training programs as well as to develop community housing organizations.

Figure 6 provides a statistical summary of the component for the month of April. Full operations are shown with the exception of OJT.

Most problems in the development of the component have been worked through as of this date.

Trainer salaries were insufficient to attract qualified training personnel. Finding qualified tradesmen willing to work for $500 a month, when their earning power ranged to $5.00 an hour, proved difficult. One trainer was lost because he "could not afford" to work with the project. The component, much to its credit, has filled in the salary gap with other motivation and incentive for trainers. The trainers now view the training program as a personal investment which can provide them with much needed manpower for their small contracting businesses. The component has succeeded in demonstrating the linkages between training and economic development activities.

COMPONENT	TOTAL PERSONS SERVED	TRAINEES ON STIPEND	OTHER PERSONS SERVED	DROPOUT	NEW ENROLLEES
Housing	32	30	30	2	3

HOURS OF TRAINING

TOTAL 4936

CLASSROOM 1851

LABORATORY 3085

O.J.T. none

VOLUNTEER

NO. ____

HRS. ____

SPECIAL PROGRAM ACTIVITY

PROJECT Designed addition to Garden Club for Youth Economic Development Center

NO. OF HOURS 22

NO. OF PARTICIPANTS 5

COMMUNITY MEETING	NO. OF HOURS	RECIPIENT	TYPE	RESULT OR REMARKS
Natchez, Miss.	2	50		Natchez-Adams County Metropolitan Planning Commission - Urban Renewal Plan
Clarksdale, Miss.	5	14		State Conference for Community Development

Figure 6. Monthly Program Activity (May 15, 1970)

The original vagueness of the tasks and activities of the Housing Component as stated in the proposal have been clarified by the operational/developmental process. A full-time Director has been able to continually refine component goals, training curriculum, schedules and methods while regular daily training continued under the direction of technical trainers. He was free to "lobby" for necessary tools and materials in the process of "finding" money in the budget for items which had originally been overlooked. He was free to develop community interest in economic development organizations and to spend the necessary time organizing such efforts. He was better able to coordinate technical assistance to the component. The flexibility of an administrative and directive function within this training component has proven most effective.

The concrete indicants of the success or failure of the Housing Component's activities are still outstanding. The trainees skill-proficiency level is just beginning to be tested in OJT situations. Placement and retention statistics will not be available until the training cycles reach this phase. Present indications are favorable. Training has been well organized and conducted, and employers have indicated satisfaction with trainees.

The HDC and builders consortium seems structurally well organized. However, a realistic evaluation of their effectiveness must be based on their ability to produce. Their present use of technical assistance to gain sophistication in organizing and developing activity is impressive.

AGRICULTURE COMPONENT

Goal Development

The Agriculture Component (Integrated Vegetable Operation) was originally proposed as a training and technical assistance program for farmers. The program was also to provide assistance in the development of a cooperative system for produce.

The goals of the component were further developed as follows:

- To provide assistance to farmers through training and technical assistance, marketing and the development of a co-op.

- To provide ten (10) farmers a training stipend for participation in training and participation as the core members of the co-op.

- To increase land production and income of the 10 trainees; to increase income per unit of sale; and to create a new marketing system and outlets through the co-op.

No major modification of these goals has developed in the history of the component, although considerable expansion of activities has occurred in the operational/developmental process of the component.

Operational Status

A listing of component activity indicates both efforts toward and beyond the stated goals. To date the component has:

- Recruited, screened and accepted 10 trainees.
  - Established selection criteria
  - Analyzed applicant's farm

. Developed and implemented bi-weekly classroom training sessions covering:

  - Land and soil preparation
  - Insecticides and herbicides
  - Analysis of land potential
  - Crop choice
  - Production methods
  - Marketing techniques

. Coordinated crop production.

. Conducted initial market surveys.

  - Clearing land
  - Soil analysis and preparation
  - Seed-bed preparation

. Developed and implemented on-site field operations and a training and technical assistance schedule and program including:

  - Filling, draining, irrigation
  - Planting (two cycles; spring and fall)
  - Filling, fertilizing, controlling weeds, disease and insects
  - Harvesting
  - Marketing

. Organized a Farmers Co-op.

  - 33 participating members
  - Established an "order-system" for ten (10) regular bulk customers (groceries, Head Start, etc.)
  - Established a street market (Fayette)

  - Established sales levels of $250 to $300 per week based on approximately 45 acres of cultivation from 15 participating farmers

. Showed increases in farmer income.

. Showed increases in price per unit of sale.

. Attained two fully equipped tractors for improved production.

. Increased acreage under cultivation from 10 to 45 acres to a planned 150 acres.

. Developed a no-interest revolving loan fund for Co-op participants.

. Established a working relationship with the Federation of Southern Co-ops. Plans call for the Agriculture Component to coordinate its production of specific crops with the marketing needs of the Federation. In exchange, the Federation will provide free marketing and transportation services, and will supply seed plants for purchase by component participants.

. Conducted Special Impact Projects.

  - Cattle grazing study
  - Livestock raising study
  - Provided information on sources of income for farm improvement; grants, loans, etc.

Most of the above activity requires some additional explanation in terms of the development of the component.

The initial trainee selection for the Agriculture Component was difficult due to the numerous (60) applicants for ten (10) trainee slots. Selection criteria developed and used required the applicant to be:

. A "small" farmer (holding less than 40 acres).

. The breadwinner for a large family.

. An individual who evidences need.

Since many applicants met these criteria, motivation to participate in the program as displayed in the application interview became a significant "criteria" for choosing trainees. This may explain the high motivational patterns of trainees. There have been no dropouts; five to ten "volunteer" trainees (not on stipend) have participated in various phases of the program, nineteen (19) farmers presently produce for the co-op, and membership in the co-op has grown from 15 to 33 in a few months.

The training phase of the program covers three major types of activity: classroom training in farming techniques; guided on-farm field operations; and guided harvesting and marketing activities. Classroom training was initially emphasized and later gave way to production and marketing concerns. The Director of the component, its only paid staff member, provides this training over a two-county area. Occasional volunteers have supplemented the admirable "single-handed" work of the Director. Although the first Director of the component resigned in late November and the component was without a full-time Director until early January the negative effects of this interruption were minimal. The most limiting effect of this resignation was the interruption of the spring

planting preparation and schedule which resulted in a less than fully productive early growing season.

The development of the Agriculture Component Co-op became meaningful with the first vegetable harvesting in April. It is significant that the major problem experienced by the co-op has been that the demand for its produce was double and triple its maximum ability to produce.

Markets for fresh produce proved available and amenable. A vegetable stand was set up in Fayette. Supermarkets in nearby communities (Fayette, Port Gibson, Natchez) file orders for produce several times a week. Local Head Start Centers also file orders. The Co-op receives and processes orders, apportions available produce, transports it and attempts to increase its buyers without overextending its commitments. The co-op presently markets twelve (12) different vegetables to some ten (10) to fifteen (15) buyers. Weekly sales average between $250 and $300 depending on produce availability.

A Finance Committee banks co-op receipts and makes weekly payments to participating farmers. A portion of receipts is held by the co-op in an attempt to meet operating expenditures that the component budget does not cover, such as rent of the vegetable stand. The co-op covers losses from produce which it is unable to sell.

The co-op is planning to coordinate its fall production with the services available from the Federation of Southern Co-op. Services include providing seed plants for purchase and free marketing and transportation services.

The activities of the Agriculture Component provides an excellent model of development from a training program into an economic development program by using the trainees new skills as a base for a wider community involvement in an economic development project - the co-op.

The primary problem of the co-op has been inadequate capitalization. No money was earmarked in the original proposal for items essential to increased production and marketing such as farming equipment, pesticides and herbicides, transportation equipment, or a co-op facility. The Director of the Agriculture Component is the only paid staff member of the co-op.

These program deficiencies limited production. Vegetable production has been entirely by hand and mule; transportation has been begged and borrowed.

The component has recently been working to correct some of these deficiencies. Two fully equipped tractors will be available for co-op use through an OEO granted request for shifts in project fund expenditure. Delivery is scheduled for early July.

Transportation and a loan fund for seeds, herbicides, pesticides and other equipment and material necessary for increased production are requested in the project's proposal for second year funding. Participation with the Federation of Southern Co-ops may also help meet needs like marketing, transportation, and acquisition of good seed plants.

Impact Studies

In addition to the major impact demonstrated by the training and technical assistance provided by the component and the development of a viable co-op, the component has evidenced secondary indicants of program impact in the area of income increases for farmers. This impact is essentially end-goal achievement due to the training, technical assistance, and co-op development; it is the result of the activity developed and demonstrated. Figures 7, 8 and 9 chart indications of this impact. Figure 7 gives a sample month of component activity level.

COMPONENT	TOTAL PERSONS SERVED	TRAINEES ON STIPEND	OTHER PERSONS SERVED	DROPOUT	NEW ENROLLEES
Agriculture	74	10	64	0	0

HOURS OF TRAINING		VOLUNTEER		SPECIAL PROGRAM ACTIVITY	
TOTAL	4400	NO.	3	PROJECT	Beef Cattle Grazing Program Survey
CLASSROOM	400	HRS.	42	NO. OF HOURS	130
LABORATORY	4000			NO. OF PARTICIPANTS	36
O.J.T.					

COMMUNITY MEETINGS	NO. OF HOURS	RECIPIENT	TYPE	RESULT OR REMARKS
Fayette, Miss.	3	18		Farmer Community Meeting

Figure 7. Monthly Program Activity (May 15, 1970)

To date, indications of unit price increase and farmer income increase are positive. Figure 8 provides a price list comparing unit prices received for vegetables produced by farmers before component operation (1969) and after component operation (1970). Increases range from 25% to 140% per unit.

Prices listed for the year 1970 reflect the assistance of the Agriculture Component Program and the co-op. Since prices change from early season to late season, figures are average prices per growing season.

Farmer Income Study: Study Method

Each trainee was interviewed to ascertain his income level by month for January to June 1969, prior to the manpower program.

Categories of income included farm income and "other work" income. A six-month total income and an average monthly income was calculated. The highest recorded average monthly income was $95; the lowest, $36.67.

The same farmers income for the period in which the manpower program has been in effect (December '69 to May '70) was calculated for farm income and "other income". Actual receipts for produce sold through the Agriculture Co-op were used to determine farm increase. Again both a six-months total income and an average monthly income were calculated. The highest recorded average income was $203.87; the lowest $112.75. Since these are total income averages, they include stipends and "other income".

Several problems were encountered. The farm income by month prior to the manpower program is an average estimate based on the farmers recollection. The farm income from the manpower program period is actual and verifiable from co-op books and records. The income comparison is therefore an estimate.

Vegetable	Quantity	1969 Price	1970 Price	% Increase
Mustards	Bunch	10¢	15¢	50
Turnips	Bunch	8¢	15¢	87
Cabbage	Head	10¢	15¢	50
Butter beans	Per lb.	15¢	25¢	66
Snap beans	Per lb.	10¢	20¢	100
Beets	Bunch	10¢	10¢	0
Corn (sweet)	Dozen	60¢	75¢	25
Purple Hull Peas	Per lb.	15¢	25¢	66
Irish Potatoes	Per lb.	6¢	10¢	66
Cucumbers	Per lb.	15¢	20¢	33
Squash	Per lb.	10¢	19¢	90
Tomatoes	Per lb.	25¢	35¢	40
Onions green	Bunch	6¢	12¢	100
Onions yellow	Per lb.	5¢	12¢	140
Onions large	Per lb.	10¢	15¢	50

Highest % Increase - Onions yellow - 140%

Lowest % Increase - Beets - 0%

Second Lowest % Increase - Sweet corn - 25%

Figure 8. Vegetable Prices for 1969 and 1970

There is some reason to believe that some farmers sold produce during the manpower program period "off market" - that is, sold produce individually as opposed to through the co-op. This income is not recorded but is believed by the project to be minimal.

Results of the Study

The comparative farm incomes (not including stipend or "other work") for the months of April and May are listed below. These two months are the only vegetable productive months to date - those in which actual profit from cooperative marketing of vegetables has been accumulated. The months of December through March were preparation months. The months of June through September are also vegetable productive months and will provide a more realistic income comparison since they will reflect an entire growing season, not just two months.

Figure 9 charts income comparisons before and during program participation. It is the result of a study conducted by the component (with the support of ASI) to determine if farmer income levels prior to the manpower program and up to May 31, 1970, during the manpower program showed comparative income increase. The intent of the study was an initial look at the achievements of the component toward this goal.

The results of such a study after the first two months of actual vegetable production can only be predictive. Final output must be measured at the end of the growing and marketing season.

In April only two farmers increased their farm income, one stayed approximately the same, and two decreased.

In May however, five farmers' farm incomes increased for the month over last year (pre-program) while two decreased.

		April		May	
		'70	'69	'70	'69
Farmer	1	41.00	35.00	33.00	40.00
	2	0	40.00	0	35.00
	3	36.40	45.00	44.00	40.00
	4	0	40.00	56.57	40.00
	5	48.35	50.00	64.40	40.00
	6	58.60	40.00	118.10	45.00
	7	0	30.00	0	35.00
	8	0	30.00	44.90	40.00
	9	9.80	35.00	6.30	35.00
	10	0	50.00	0	45.00

Figure 9. Monthly Income Comparisons of Trainee Farmers 1969-70

The meaning of 0 income for April and May '70 is a crop loss due to environmental conditions (draught, insects, etc.).

The highest increase for the two months is from $45.00 (May '69 pre-program) to $118.10 (May '70 as a result of program). The largest decrease is from $35.00 (May '69 pre-program) to $6.30 (May '70 as a result of program). This particular loss was due to insect destruction of crop. The program is not able to provide insecticides for farmers - only the advice that they should use them. No monies for such "materials" were budgeted to the Agriculture Component.

This initial look at comparative farmer incomes indicates that the program is increasing the capacity for income production from farms for these farmer/trainees. Clearer patterns of outcomes will be established after the operation of the program has been traced through an entire growing season.

EDUCATIONAL TOYS COMPONENT

Goal Development

The original (proposal) goals of the Educational Toys Component focused on the development of a new economic enterprise in the field of manufacturing educational and recreational toys. Toward this end the component was to train ten (10) trainees in the production of Montessori toys and to use technical assistance to establish markets for toys developed and produced.

During the program development stages goals were restated as follows:

- To develop a new economic enterprise in the field of manufacturing educational and recreational toys.
- To provide a skill training program for toy manufacturing personnel.
- To study markets for educational toys (local and non-local).
- To obtain facilities and equipment.
- To obtain sales contracts.
- To incorporate and establish self-sufficiency.

The operational development further refined and modified goals. The production of Montessori toys was dropped. Using the name Montessori requires strict compliance with a series of production codes which the component was not equipped to accomodate. The thrust of the component was modified and aimed at developing educational toys as a learning/ training experiment, and to marketing them on a limited basis. Small

stuffed educational toys were designed for pre-schoolers. The toys were designed to teach concepts such as color, texture, size, numbers, letters, manual dexterity (snapping, tying, buttoning). The designs were creations of the trainees, and sample toys were produced by hand. Funds for extensive machine production of large or complex toys were not available. Although component activity emphasized this development of sample products in its early stages, the component has recently placed more emphasis on marketing and has organized as a legal entity, Educational Toys, Inc. Marketing efforts have netted a commitment from a toy manufacturing firm for buying sample toy kits. Production of the toys contained in these "kits" is now in effect.

The status of this effort is by no means an independent self-supporting business enterprise. It is however, a small-scale operation which approximates a business enterprise. It is organized as a legal entity, it has developed and marketed products and is presently producing those products.

Operational Status

To date the component has accomplished the following:

- Recruited, screened, accepted and oriented ten (10) female trainees.
- Developed and implemented an experimental toy workshop.
- Taught the concept of educational toys for pre-schoolers; including design, materials, selling points and production of such toys.
- Designed and produced samples of twenty to thirty types of soft, stuffed educational toys.

. Designed and produced samples of an educational toy kit; two dolls (black and white) multi-colored doll clothing, a matching story book and film strip. Wholesale cost approximately $25. Production cost, $17.

. Procured sample orders (200 kits) of the kit from Educational Innovations, Inc., of Jackson, Mississippi. Projected sales level of $5,000.

. Initiated production of the kit for filling the above sample order.

. Explored local markets for demonstration stuffed toys, including cooperative craft houses.

. Explored a series of other markets through technical assistance including Random House, School Division, New York, N.Y.

. Incorporated as "Educational Toys, Inc." in the State of Mississippi.

- To engage in the manufacturing, merchandising, and selling of toys including Educational Toys in Adams and Jefferson Counties.
- Issued one thousand (1000) shares of stock at $5.00 per share.
- Sold approximately 120 shares.

The major problem of the component has been setting realistic production and marketing goals and plans. The component has had neither the guidance nor the resources necessary to make its establishment as an independent self-supporting entity a realistic goal. Marketing resources were limited and have only recently received major attention through

technical assistance. Production resources were completely unrealistic. The Director of the component (and its single staff member) is neither a marketing nor production specialist. Her success as a trainer is evident; ideas and samples of toys produced have proved saleable.

The establishment of an independently successful manufacturing operation is far beyond the present staff, or financial resources of the component. Their present production capability is limited. Sales contracts in the very sophistocated business of manufacturing toys depend on production capability. Selling samples is a necessary first step, but does not guarantee a constant level of sales to support an on-going production capability.

The outcome of the component's development of a toy manufacturing business in terms of size, volume, and self-sufficiency is outstanding information. That outcome will depend on time, resources and opportunity to expand marketing and production. Essentially the component has developed a business enterprise which needs financial support, technical support, and time to prove or disprove its viability as a self-sufficient business.

SUPPORTIVE SERVICES

(Job Development, Counseling, Adult Basic Education)

The goals of the three supportive services of the AJIC demonstration project as stated in the original proposal were vague. Their intent was to provide remedial education, personal counseling and job development support for the training program. Brief outlines of the services provided to date are listed on the following pages by service.

JOB DEVELOPMENT

The goals of the Job Development effort (originally titled New Careers) include:

. Surveying local public and private employment opportunities.

. Working with employers toward job restructuring.

. Receiving and reviewing placement service requests from the community at large.

. Providing placement services (jobs and training) on request.

. Providing placement service for project trainees.

To date the Job Development effort, consisting of one staff member full-time, has provided services related to each proposed goal. Placement clients have been "walk-ins" from the community (no project trainees have finished training). Employer contacts have been impressive. A unique placement tool - an inter-racial Job Development Advisory Committee comprised of 25 members representing local schools and businesses - has been formed and promises to be an effective "letter of introduction" for project clients. Placement rates (placements effected of persons referred) have averaged over 20%, a commendable rate for this type of "cold" placement.

Salary rates of persons placed range from MDTA training stipends of $34.00 per week to skilled workers at $500 per month (wood-working machine operator).

Although the Job Development effort has served the community at large rather than the project trainees per se this effort is an integrated

part of the project's goal of becoming a manpower force in the community. The 850 applications for placement services on file indicate the utility of the service.

Figure 10 shows activity levels by month for the operational life of the service.

Month	Employers Contacted	Persons Requesting Placement Services (Cummulative)	Persons Referred	Total Placements	Training Placements	Job Placements
12/22 - 1/10	34	-	48	3	3	-
1/11 - 2/10	17	-	35	0	0	-
2/11 - 3/10	24	542	12	1	1	-
3/11 - 4/10	22	638	47	18	13	5
4/11 - 5/10	24	683	41	8	1	7
5/11 - 6/10	35	802	41	10	2	8
6/11 - 6/30	32	850	12	3	3	-
TOTAL	188	850	236	43	23	20

Figure 10: Job Development Activities

COUNSELING

The goals set by the Counseling Department were two-fold: To provide an individual and group counseling service for trainees and to develop and implement a testing program for Adult Basic Education. Additional activities sponsored by the department in the area of personal enrichment are indicated by the list of operating activities below.

To date, the department has:

- Provided for the intake, screening, testing and selection of trainees for the Manpower Program in consultation with the staff members.

- Established liaison with program developers, ABE Teachers, etc., in order to provide feedback on the problems and potentials of trainees.

- Developed and implemented an individual and group counseling program for trainees.

- Established rapport with trainees as a group, facilitating their acceptance and use of guidance services.

- Developed and implemented a testing program for Adult Basic Education.

- Conducted special studies on impact of stipend income on life styles of trainees.

- Developed and conducted home visits to support the trainee's decision to enter training at the family level and to offer guidance services.

. Sponsored educational and personal enrichment film series for trainees and the community at large.

. Contacted and established working relationships with health, welfare and community organizations as mutual referral resources.

Statistics from the April report of the department indicate the level of operational activity.

Number of persons served		59
Number of counseling hours (individual, group)		
	group sessions held	20
	individual sessions held	219
Number of tests given		1
Type test given		ABLE
Number of applicants interviewed		15
Special Studies		
Follow-Up Studies		5
Number of family visits (to begin 13 April 1970)		
Public service agencies contacted for support and coordination		17
Special education/counseling projects films		8 (shown)

The Counseling Program has been well accepted by trainees and staff alike. Its two staff members have evidenced dedication and creativity in the development of the program. For example, a follow-up schedule on the content of group sessions provides individual written and verbal feed-back from trainees.

One problem has plagued the department - educational testing. Testing, which is a counseling department responsibility, tends to be sporadic. The use of the ABLE test which tests only to a sixth grade level seems

limited and needs to be justified. Additional tests have been used experimentally. The purpose of the testing program and the use of instruments have been somewhat vague.

Although initial entry testing was not instituted, some studies of trainee progress have been conducted and periodic achievement (see section on Adult Basic Education), tests record trainee gains.

ADULT BASIC EDUCATION

The established goal of the project's Adult Basic Education (ABE) program is to provide remedial, job related instruction for 40 trainees. (Agriculture component trainees do not receive ABE.) Two instructors have operated the ABE Component on an eight (8) hour a day schedule. A third instructor has recently been added.

To date ABE has offered remedial instruction in:

. Communicative skills.

- Reading, alphabet recognition.
- Writing; penmanship, printed and written.
- Grammar; oral and written, including speech; spelling; sentence structure; and word usage.

. Arithmetic.

- Number skills, learning the number system, addition, substraction, multiplication, division, using fractions, decimals and percentages.

. Consumer Education.

- Budgeting and money management.

. Social Studies.

- Civics and history, including basic knowledge of local community, country, state and national organization.

. Diversified Occupational Skills: including the development of work vocabulary, related academic skills; how to apply or negotiate for a job, including preparation of job applications and preparation for job interview.

The ABE program has also instituted a testing program in order to establish trainee needs and levels of achievement, and to evaluate academic progress of trainees.

Although ABE goals, operations, and resources were extremely vague in both the original proposal and the project's development of plans and goals stage, the department has succeeded in building a functional ABE program.

Having to deal with trainees before adequate planning, grouping and materials acquisition could be accomplished made the development of the department uneven. Inadequate resources for educational material, a wide range of student needs and limited staff training compounded a problematic development. Programmed learning techniques - a valuable tool under these conditions - have not been instituted, even though the instructors have evidenced some interest in this idea. Administrative guidance for the department has had to depend quite unrealistically, on the director of the demonstration program since no administrative personnel were funded. Salaries for instructors are not sufficient to attract experienced personnel and training time was limited.

Generally these conditions have reduced the efficiency with which the department has operated. However, curriculum materials have been expanded, some programmed texts are in use, vocationally oriented material has grown and instructors have gained competence through experience and technical assistance. Indicants of trainee progress

exist. Technical trainers and the counseling staff, as well as the ABE staff, report progress in reading and computational skills. Test scores, using the ABLE, indicate trainee progress. A complete trainee academic achievement study, (20 pp.) is contained in the project's March 15, 1970 report.

Figure 11 provides a sample of level of activity of the department in full operation.

NO. OF PERSONS SERVED	NAME OF COMPONENT SERVED	NO. OF HOURS IS HOUSING	NO. OF HOURS IN EDUCATIONAL TOYS
41	Housing Educational Toys	220	120

NO. OF COURSE TAUGHT	NO. OF HOURS IN EACH COURSE	TOTAL LESSON PLANNING HOURS
11	1 to 1-1/2 hours	140

NO. OF TEACHERS	TOTAL HOURS PER WEEK	TOTAL HOURS FOR THIS PERIOD
3	120	480

Figure 11. ABE Monthly Report (May 15, 1970)

SECTION III

CONCLUSIONS AND RECOMMENDATIONS

The Adams Jefferson Improvement Corporation's (AJIC) Demonstration Manpower Program has implemented a program and produced results generally consistent with the project's stated goals and demonstration features. AJIC has achieved these results by combining training programs and economic development activities within five independent components. AJIC provides an overall administrative and supportive function to the aggregate of components.

Through the demonstration grant a community action agency has developed a demonstrated capability as a major manpower and economic development program sponsor and force. Its demonstration activities, operations and organizational structures are evidence of this capability.

The entire range of manpower training, economic development effort and related supportive services are new dimensions in the work of AJIC. Existing manpower training and economic development activities, and their results and end-products are directly attributable to the demonstration program. In addition to programmatic expansion and the development of staff experience and capability, agency operational knowledge and experience are major products of this demonstration grant.

Five distinct program components, several related economic development corporations, and supportive services, utilizing a staff of twenty-two (22) persons, are now operational.

Project activities evidence potential for both long and short-term impact. Long range impact will be generated from five economic development enterprises which have definite potential for self-sufficiency:

Youth Enterprises, Inc.	STRIVE Builders Consortium
Educational Toys, Inc.	The Progressive Home Builders
Farmer's Co-op	Housing Development Corporation

Short-term impact activities include the operation of four training programs and related supportive services which are providing marketable skills for sixty (60) trainees as:

Brick masons
Carpenters
Electrical wirers
Toy manufacturing personnel
Vegetable farmers
Mid-level clerical and bookkeeping personnel

Additionally, an active placement service is providing short-term manpower impact through referrals to jobs and training for the community at large.

Although the agency has successfully developed training activity, supportive services and economic development entities according to demonstration plans, the outcome of each of the components, activities, and especially the economic entities is outstanding information. It is too early to assess the success or failure of component activity - especially where "success" calls for the creation of a self-sufficient economic development entity.

AJIC's training efforts are best assessed by placement and follow-up studies. Although training programs seem well developed, no component's training phase is complete and therefore no placement/follow-up information for assessment exists.

Economic development effect is likewise an unanswerable quantity and quality at this time. The success or failure of an economic development enterprise depends in the last analysis on its growth/financial statement. Since the oldest economic development entity - the Agriculture Co-op has only been operative for three months, a profit-loss determination (even though positive) cannot be conclusive at this time.

The future success of each economic development enterprise is still dependent on the supportive actions of the Office of Economic Opportunity, and the continued project development of these enterprises.

Some projections can be made about the potential for success in each of the individual economic development enterprises. Where economic enterprises "sell" to an existing market or need, they are more likely to be successful than those enterprises where a market must be created. Using this criterion the economic enterprises' potential for success may be ordered as follows:

Agriculture Co-op	High market demand existent (food)
STRIVE Builders Consortium	Market and need existent (building trades)
Youth Enterprises, Inc.	Market and need existent (youth recreation)
The Progressive Home Builders Housing Development Corporation	Need exists - market must be expanded (new housing)
Educational Toys, Inc.	The required market is outside the community, requiring expansion of market and competitive capability (toys)

Other factors will of course be vital to the success of each of the economic development enterprises. Leadership, capitalization, technical ability, quality of products and motivation of participants are all significant factors.

The results of AJIC's first year of development and operational activity must be considered an unqualified success in terms of becoming a manpower force with operational capability. Six to eight months of actual operational activity (varying by component) is however insufficient time to demonstrate more than potential. The activities of the project to date

are impressive and have demonstrated effective operations and organizational patterns. It is too early to assess component and activity success or failure in terms of output. Component activities, especially economic development enterprises, need continued support, further time, and additional resources to demonstrate their potential for success and to insure returns from investments to date.

APPENDIX I

SAMPLE PROJECT INFORMATION FORMS

Monthly Summary AJIC Manpower Program

Participant Information Sheet

AJIC Work Sheet

Field Report

OJT Contract

MONTHLY SUMMARY AJIC MANPOWER PROGRAM

Month Ending _____

STAFF ON BOARD:

Professional	_____
Non Professional	_____
Full Time	_____
Part Time	_____
Volunteer	_____

TRAINEES AND PERSONS SERVED:

Component	Total Persons Served	Trainees on Stipend	Other Persons Served	Dropouts	New Enrollees
Agriculture	_____	_____	_____	_____	_____
Educational Toys	_____	_____	_____	_____	_____
Finance and Real Estate	_____	_____	_____	_____	_____
Housing	_____	_____	_____	_____	_____
Youth	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
Supportive Services					
ABE	_____	_____	_____	_____	_____
Counseling	_____	_____	_____	_____	_____
New Careers/Job Development and Placement	_____	_____	_____	_____	_____

PROGRAM ACTIVITY:

Component	Hours of Training		Special Program Activity	
Agriculture	Total	_____	Type	_____
	Classroom	_____	No. of Hours	_____
	Laboratory/Shop	_____	No. of Participants	_____
	OJT	_____		
Educational Toys	Total	_____	Type	_____
	Classroom		No. of Hours	_____
	Laboratory/Shop	_____	No. of Participants	_____
	OJT	_____		
Finance and Real Estate	Total	_____	Type	_____
	Classroom	_____	No. of Hours	_____
	Laboratory/Shop	_____	No. of Participants	_____
	OJT	_____		
Housing	Total	_____	Type	_____
	Classroom	_____	No. of Hours	_____
	Laboratory/Shop	_____	No. of Participants	_____
	OJT	_____		
Youth	Total	_____	Type	_____
	Classroom	_____	No. of Hours	_____
	Laboratory/Shop	_____	No. of Participants	_____
	OJT	_____		

General and Administrative	Number of Hours	Recipient	Type	Result or Remarks
Technical Assistance	_____	_____	_____	_____
Staff Training	_____	_____	_____	_____
Board Training	_____	_____	_____	_____
Inter Component Meetings	_____	_____	_____	_____
Community Meetings	_____	_____	_____	_____
Special Studies	_____	_____	_____	_____

ADAMS-JEFFERSON IMPROVEMENT CORPORATION
MANPOWER DEVELOPMENT DEPARTMENT
P.O. FOX 206
FAYETTE, MISS. 39069

COPY

PARTICIPANT INFORMATION SHEET

COMPONENT_____

1. Name of Participant: (Mr., Mrs., Miss, Dr.)_____
Home Address of Participant: Social Security Number:_____
Street Address:_____ County:_____
State:_____Cong. District:_____ Zip Code:_____

2. Sex:___ Male:___Female | 3. Age:____ 4. | U.S. Citizen:___yes___no

5. Ethnic or Racial Background: ___American Indian; ___American Negro; ___Mexican American; ___Spanish Surnamed American; Other_____ (specify)

6. Language spoken in the home (specify):_____

7. Highest grade completed in school: ___None ___Grade 1-3; ___Grade 4-6; ___Grade 7-8; ___Grade 9-11; ___High School Graduate

8. Marital Status: ___Single; ___Married; ___Divorced; ___Widowed

9. Number of dependents:_____; | 10. Does family receive welfare assistance: ___yes ___no.

11. Have you ever been employed continuously for a period of six months: ___yes ___no

12. Current work status: (check one)
___1. Employed full time (at least 32 hours a week);
___2. Employed part time;
___3. Unemployed but seeking work;
___4. Not seeking work;
___5. To be placed through this project.

13. If not employed full time, the main reason is: (check one)
___1. Unable to find work; ___3. In school ___5. Disabled;
___2. Keeping house; ___4. Retired; ___6. Other (Specify)

14. Post-school training (check one or more, if applicable):
___1. Work-experience Program;
___2. Adult Vocational Training;
___3. Military Occupational Training;
___4. Manpower Development & Training Program;
___5. Other occupational or formal on-the-job training;
___6. Other adult literary program (specify):_____;
___7. None

15. Primary occupation:_____; Most recent occupation:_____
(Give specific job designation, such as freight handler, salad girl, brick-layer's helper.)

16. Annual gross family income (check one):
___Less than $3,000; ___Less than $4,000; ___Less than $5,000;
___Less than $7,000; ___Over $7,000

17. Referred to project by: ___Church; ___Radio, TV, or Newspaper
___Welfare Agency ___Another student;
___NEL recruiter or counselor;
___Employer; ___Other (Specify):_____

18. Reason for participation in project:
___To get a job; ___For educational or self-improvement;
___To get a better job; ___Other (specify):_____
___To meet people;

19. Interview conducted by:_____
(Give name and title)

20. Name of Project:_____

21. Duration of Project: From: To:_____

22. Location of Project:
Street:_____
State:_____; Cong. District:_____; Zip Code_____

23. Name of Project Director:	Signature of Project Director	Date

Additional Comments:_____

(OEP-FORM #003) APPLICANT'S SIGNATURE_____ DATE:_____

AJIC
WORK SHEET
(MANPOWER ~~TRAINEE~~)

Name Johnny L. Harris Week Ending 1/9/70

Social Security Number _____

Employee Number _____

Date	Activities	Place	Hours worked
1/5/70 Monday	Took work sheets, time and attendence sheets to CAP office, talked with ABE teachers.		12
1/6/70 Tuesday	Went to City Hall, talked to counselor and attended a meeting with Railroad Supervisor.		14
1/7/70 Wednesday	Went to Natchez concerning the trainee's paychecks.		10
1/8/70 Thursday	Held a staff meeting, went to City Hall and found someone to go to Memphis.		11
1/9/70 Friday	Talk to Mr. Jack Gordon from Analytic Systems. Conducted interviews with applicants.		8
Saturday			

TOTAL NUMBER OF HOURS WORKED 55

SIGNATURE Johnny L Harris

DATE Jan. 9, 1970

APPROVED: DIRECTOR

AJIC
WORK SHEET

Name_____ Week Ending_____

Social Security Number_____

Employee Number_____

Date	Activities	Place	Hours Worked
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

TOTAL NUMBER OF HOURS WORKED_____

SIGNATURE_____

DATE_____

_____
APPROVED: DIRECTOR

E: Fred Lamar Greene

NPOWER COMPONENT

ELD REPORT

WEEK OF November 10 - Dec. 6

ATE	TIME	PLACE	NATURE OF BUSINESS
ber. 11		FHA Office Mr. Jack Davis Tupelo Miss	Conference on FHA loans for water
ber 12		Office (telephone) Bernard Powell	Conference with Director Youth Program & Limited ed Technical assistance.
ember 2		Mr. Lowe Union Church	Building for youth headquarters
ber. 3		Shirley James Leader - Harriston	organizati of Youth Club
ber. 4		Natchez, Miss. Billy Cook	ceramic business for youth
er. @5		Alcorn A+m college Mr. Harding Art Dept.	ceramic business and training for youth
er. 8		Mr. Thomas Hill Leaders Thomas Percy Herrington	Potential trainees for. youth ceramic business

DIRECTOR _____

OJT CONTRACT

ADAMS-JEFFERSON IMPROVEMENT CORPORATION ON-THE-JOB TRAINING AGREEMENT CONTRACT

(MANPOWER)

SOCIAL SECURITY NUMBER

_____

The employer, trainee and Adams-Jefferson Improvement Corporation agree to these terms for the continuous training of the following trainee:

1._____

The undersigned,_____, agrees to employ, continue the training and pay half or more of the wages_____ _____for forty (40) hours worked during a particular week as a _____ for a period not to exceed four months.

The trainee agrees to apply himself faithfully and honestly to continue his training in his particular construction trade in order to become a first class_____and a worthwhile citizen in his town or community.

It is agreed to pay not less than a minimum wage of $1.60 per hour at time of employment. Although it is anticipated by us that the training received from employer will justify trainee to receive a 5% increase in wages at the end of two months and another 5% increase at the end of four (4) months.

The Agency will reimburse said employer on the 1st and 15th day of each month.

ADAMS-JEFFERSON IMPROVEMENT CORPORATION
(A MISSISSIPPI NONPROFIT CORPORATION)

BY:_____

_____
CONTRACTOR

_____
DATE

APPENDIX II

ANALYTIC SYSTEMS, INC. SUMMARY EVALUATION REPORTS

TRIP REPORT

10 October 1970

PLACE VISITED: Adams Jefferson Improvement Corporation
Natchez and Fayette, Mississippi

DATE VISITED: 25, 26, 27 September 1969

CONTRACT: OEO B99-4987

ASI REPRESENTATIVE: J. W. Gordon

TRIP SUMMARY: The purpose of the trip was to visit the project in a planning stage and set the groundwork for an evaluation effort. The timing of the trip during a planning stage was advantageous. It allowed for the discussion of both contractor and project expectations concerning the evaluation effort at an early point in the project's history. It also served to build some personal rapport which will help avoid the pitfall of evaluation as a statistical game played in a vacuum.

ASI visited the AJIC offices in both Natchez and Fayette and conferred with the following project staff members:

Mr. Lamar Braxton, Director - AJIC

Mr. Johnnie Harris, Director - Manpower Programs

Mr. Fred Greene, Director - Youth Development Programs

The major evaluative concern at this "final planning" stage in the project's development is the concern that an operating information system be

established and implemented which will not only document the action phases of the project's components but the final planning stages as well. The need for administrative reporting during these planning stages has been discussed with AJIC.

The impression that the project has faced undue delay in implementing action phases of the program is due in great part to the lack of information flow and communication about what <u>is</u> happening. There is no delay as such: there is however indication that an elongated planning stage will mean that implementing action phases may take additional time.

SUMMARY: EVALUATION REPORT/ADAMS JEFFERSON IMPROVEMENT CORPORATION

10 November 1969

While some of the programs components are inactive due to lack of senior personnel, those with staff are entering implementation stages.

This staggered implementation of components has allowed for a positive concentration on each component as it is staffed and becomes functional.

The Agriculture and Youth Components are most solidly underway, and both have expanded the original program plans during initial implementation.

A project reporting system is developing within the project but to date direct communication with OEO is spotty and direct formal reporting to OEO is non-existent.

ASI recommends:

- That definitive planning outlines per program component be forwarded to OEO as the basis for future assessment.
- That direct project reporting be immediately established until the formal MIS system is implemented.
- That the project keep an on-going record of technical assistance for use in assessing the impact of specific technical assistance on the project.

SUMMARY: EVALUATION REPORT
ADAMS JEFFERSON IMPROVEMENT CORPORATION
10 December 1969

Most of the program components are in an initial implementation stage now that the full compliment of senior staff members is complete, with the exception of one position.

The Youth, Agriculture and Housing program components are most solidly underway, in initial implementation.

A project wide effort is exploring the legal aspects and implications of incorporating each component toward the end of providing the autonomy necessary for widely diversified economic development activities.

The AJIC Borad of Directors reorganization is complete. This should offer renewed support to the demonstration project.

Recruitment of trainees is presently an important project concern. The project has identified an abundance of qualified persons interested in training; the problem now is the delineation of criteria on which to choose the 60 persons who will receive training from among those persons who are interested.

ASI recommends:

. That definitive planning outlines per program component be forwarded to OEO as the basis for future assessment. (No action on this recommendation has occured since its origin last month.)

. That a series of OEO guidelines for project reporting be provided to the project to improve the quality and usefulness of its reporting.

. That the project keep an on-going record of technical assistance for use in assessing the impact of specific technical assistance on the project. (No action on this recommendation has occured since its origin last month.)

SUMMARY

10 January 1970

Generally the project is jelling into a set of concrete program efforts. The last month has seen much activity - specifically getting the entire training program off the ground. The project presently has a full compliment of staff and trainees. Given the circumstances of delay (as described in October and November's evaluations) project development has moved into an active phase on a more than adequate schedule.

A brief cost effective analysis revealed appropriate project performance in accord with spending. Where project components have been in effect longer, both performance and spending reflect a more highly developed component. Where components have been active only a short time spending rates and performance rates are less impressive. An analysis of the Management Information System (MIS) revealed that basic data is being gathered at the project as operational activity increases, but that no "system" is in effect.

The analysis of program components focuses on the ability of components to plan work tasks directed at a specific goal, and a performance check on work tasks completed of those planned.

The major recommendation of the report is that increased technical assistance be provided in areas and components which need clearer delineation of goals and improved work statement planning. Areas which need immediate assistance are Finance and Real Estate, Educational Toys, and Adult Basic Education.

The project administration has taken action on the major recommendations of the past: (a) improved report, (b) clearer delineation of project goals as a whole, and (c) record keeping concerning technical assistance input. In each case they are moving in the recommended direction.

COMPONENT ANALYSIS

10 January 1970

The following component analyses include the five major project components (Youth, Agriculture, Housing, Educational Toys, and Finance and Real Estate) and several supportive components (Adult Basic Education, Counseling, and New Careers/Job Development).

Each component was analyzed around four major issues:

1. Number of trainees served and type service -
   Actual service to target population.

2. Performance check -
   Work completed in accord with goals and work planned.

3. Cost-effectiveness -
   Relationship of spending to performance.

4. Goal orientation -
   Ability to formulate goals and plan work efforts in terms of specific, assessable tasks.

SUMMARY

February 10, 1970

This month's report focuses on an evaluation of the demonstration features of the AJIC grant as they have developed up to this point in the project's life. Generally, each of the project's components evidences a positive relationship between possible outcomes and demonstration concepts to be tested. The project has been acutely aware in its planning and development stages of the goals toward which it should be working. Project operations seem to be moving successfully toward the direction of demonstration goals.

The component analysis evidences good performance rates in completing tasks planned toward end goals. The results of good technical assistance are apparent in the development of several components.

March 10, 1970

INTRODUCTION

This document has been developed as a working paper aimed at identifying the major parameters to be utilized in the June evaluation of the Adams Jefferson Improvement Corporation Manpower Demonstration Program.

It is an outline based on significant first-hand knowledge of the project operation and will be used as a basis for discussion with members of the OPD Evaluation and Employment Divisions during March and April. As a result the model will be modified in content, approach and emphasis as required. It is expected that the inputs gained from OEO and the project itself will provide meaningful additions to the outline and the June report developed from it will provide a clear, definitive analysis of the positive and negative elements of the AJIC demonstration.

The outline delineates primary goals, secondary goals and supportive program objectives, primary evaluation indicants of success or failure and indicates areas of supporting data necessary for evaluative conclusions and assessment. The primary project goal of developing a CAP agency into a major manpower force is treated separately from the specific goals of the projects five major components. The relationship of supportive services is also treated as a separate element.

April 10, 1970

SUMMARY

The following evaluative report on the Adams Jefferson Improvement Corporation Demonstration Manpower Program covers the month of March 1970. It focuses on program components and indications of success or failure through some definitiions of each components' output/production rate.

The project components have been operative for a period of approximately three (3) months. In most cases operations are solidly underway and have begun to evidence appropriate output or production in accord with demonstration features and time of operation factors.

The definition for output or production in each component varies according to the demonstration goals of the component. (See ASI report dated 10 March 1970 for a full description.) In some cases output is defined primarily in terms of persons served; in some cases the output is defined in terms of time - hours of service or training provided; some components are best measured by type of activity operating and series of complete tasks matched against proposed tasks to reach end goals. In some cases output/production is difficult to measure as a result of either the nature or operational definition of a component. Several of the supportive service functions fall into this category.

Primary recommendations for the month include:

. Continued close monitoring of the projects' use of technical assistance: several components need immediate TA. The Youth Component needs program planning help to meet a possible redefinition of activity; the Educational Toys Component needs immediate specialized technical assistance in marketing analysis if the component is to have

any real impact at all. All components need consistent TA support.

. Improved record keeping procedures are necessary to insure that the production/output of each component is adequately defined and recorded. The project has begun to use the ASI outline submitted as the March 10 evaluation report and is modifying it through operational use.

May 10, 1970

ADAMS JEFFERSON IMPROVEMENT CORPORATION

SUMMARY

Training goals in project components are being met through successful operations, on schedule. In several components it has become clear that additional inputs of planning and dollars would increase the success and impact of economic development projects such as the Farmers Co-op.

Project administration is seeking to provide this input, on a scheduled priority, by the allocation of unexpended funds as authorized. A discussion of present status, needs and recommendations by component follows.

June 10, 1970

ADAMS JEFFERSON IMPROVEMENT CORPORATION

ASI's evaluation approach for the Month of May focuses on a cost-benefit analysis of the project by component and as a whole. Phase I of the cost-benefit analysis, a proposed plan, has been completed and reviewed with the project. It is attached below. Phase II, requiring detailed analysis of cost-expenditures and related program activity will appear in final form in next month's report and in the Interim Evaluation Report scheduled for July.

A special income comparison report on the Agriculture component was conducted during May and is also attached to this project.

A major AJIC effort this month was the preparation of a draft proposal for the coming funding period. The draft, based on CAP 7b's as prepared by the component directors is presently under review by project administration and the technical assistance staff.

Program activity for the month continues in each component on schedule. A bar graph is attached showing actual training periods to date, by component, in comparison with proposed training periods as contained in the original contract.

Educational Toys is the only component which has conducted training for the full length (5 months) of its proposed training period. An extension of training time has been granted to the component, however. The extension runs through the present no-cost project extension and will allow a more reasonable period of time to develop educational toy markets in addition to training toy makers. It is likely that the Agriculture component will be granted a similar extension at the end of July to continue the development of the Farmer's Co-op during the productive season.